BOWDOIN COLLEGE

2004-2005 CATALOGUE

BRUNSWICK, MAINE

AUGUST 2004

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In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, the College is a dynamic community and must reserve the right to make changes in course offerings, degree requirements, regulations, procedures, and charges.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

For the NESCAC Statement Regarding Alcohol, please see page 271.

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College Calendar

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

2004	**203rd Academic Year**
August 24-28, Tuesday-Sat.	Pre-Orientation Trips
August 28, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 28-September 1, Sat.-Wed.	Orientation
August 31, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
September 1, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 2, Thursday	Fall semester classes begin, 8:00 a.m.
September 6, Monday	Labor Day
September 9-11, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
September 16-17, Thurs.-Fri.	Rosh Hashanah*
September 18, Saturday	Common Good Day
September 25, Saturday	Yom Kippur*
October 1, Friday	Sarah and James Bowdoin Day
October 1-3, Fri.-Sun.	Parents Weekend
October 8, Friday	Fall vacation begins after last class
October 13, Wednesday	Fall vacation ends, 8:00 a.m.
October 14, Thursday	Ramadan begins at first light
October 21-23, Thurs.-Sat.	Meetings of the Board of Trustees
October 22-24, Fri.-Sun.	Homecoming Weekend
November 13, Saturday	Ramadan ends at last light
November 24, Wednesday	Thanksgiving vacation begins, 8:00 a.m.**
November 29, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 10, Friday	Last day of classes
December 11-14, Sat.-Tues.	Reading period
December 15-20, Wed.-Mon.	Fall semester examinations
December 21, Tuesday	College housing closes for winter break, noon
2005	
January 17, Monday	Martin Luther King, Jr. Day
January 22, Saturday	College housing available for occupancy, 8:00 a.m.
January 24, Monday	Spring semester classes begin, 8:00 a.m.
February 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
March 11, Friday	Spring vacation begins after last class
March 12, Saturday	College housing closes for spring vacation, noon
March 25, Friday	Good Friday
March 26, Saturday	College housing available for occupancy, 8:00 a.m.

Notes: Unless otherwise indicated, regular class schedules are in effect on holidays listed.
*The holiday begins at sunset the evening before.
**Wednesday, November 24 classes will be rescheduled on a class-by-class basis by the course instructor.
Many College offices are closed on Labor Day (9/6), Veteran's Day (11/11), and President's Day (2/21). Classes are in session.

August 30, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 31, Thursday	Fall semester classes begin, 8:00 a.m.
September 4, Monday	Labor Day
September 16, Saturday	Common Good Day
September 23, Saturday	Ramadan begins at first light
September 23-24, Sat.-Sun.	Rosh Hashanah*
September 28-30, Thurs.-Sat.	Alumni Council, Alumni Fund Directors and BASIC National Advisory Board meetings
October 2, Monday	Yom Kippur*
October 6, Friday	Sarah and James Bowdoin Day
October 6-8, Fri.-Sun.	Parents Weekend
October 13, Friday	Fall vacation begins after last class
October 18, Wednesday	Fall vacation ends, 8:00 a.m.
October 19-21, Thurs.-Sat.	Meetings of the Board of Trustees
October 20-22, Fri.-Sun.	Homecoming Weekend
October 22, Sunday	Ramadan ends at last light
November 22, Wednesday	Thanksgiving vacation begins, 8 a.m.**
November 27, Monday	Thanksgiving vacation ends, 8 a.m.
December 8, Friday	Last day of classes
December 9-12, Sat.-Tues.	Reading period
December 13-18, Wed.-Mon.	Fall semester examinations
December 19, Tuesday	College Housing closes for winter break, noon

2007

January 15, Monday	Martin Luther King, Jr. Day
January 20, Saturday	College housing available for occupancy, 8:00 a.m.
January 22, Monday	Spring semester classes begin, 8:00 a.m.
February 8-10, Thurs.-Sat.	Meetings of the Board of Trustees
March 9, Friday	Spring vacation begins after last class
March 10, Saturday	College housing closes for spring vacation, noon
March 24, Saturday	College housing available for occupancy, 8:00 a.m.
March 26, Monday	Spring vacation ends, 8:00 a.m.
April 3-10, Tues.-Tues.	Passover*
April 6, Friday	Good Friday
April 8, Sunday	Easter
April 12-14, Thurs.-Sat.	Alumni Council, Alumni Fund Directors and BASIC National Advisory Board meetings
May 9, Wednesday	Last day of classes; Honors Day
May 10-12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10-13, Thurs.-Sun.	Reading period

May 14-19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, noon
May 25, Friday	Baccalaureate
May 26, Saturday	The 202nd Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 p.m.
May 28, Monday	Memorial Day
May 31-June 3, Thurs.-Sun.	Reunion Weekend

Notes:
Unless otherwise indicated, regular class schedules are in effect on holidays listed.
*The holiday begins at sunset the evening before.
**Wednesday, November 22 classes will be rescheduled on a class-by-class basis by the course instructor.
Many College offices are closed on Labor Day (9/4), Veteran's Day (11/11), and President's Day (2/19). Classes are in session.

General Information

BOWDOIN is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 21,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,647 students (50 percent male, 50 percent female; last two classes 50/50 percent and 51/49 percent); about 240 students study away one or both semesters annually; 89 percent complete the degree within five years.

Faculty: Student/faculty ratio 10:1; the equivalent of 163 full-time faculty in residence, 97 percent with Ph.D. or equivalent; 22 head athletic coaches.

Geographic Distribution of Students: New England, 49.6 percent; Middle Atlantic states, 21.2 percent; Midwest, 7.2 percent; West, 10.3 percent; Southwest, 1.9 percent; South, 5.0 percent; international, 4.7 percent. Forty-nine states and twenty-nine countries are represented. Minority and international enrollment is 24 percent.

Statistics: As of June 2004, 33,529 students have matriculated at Bowdoin College, and 25,724 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 16,128 graduates, 2,081 nongraduates, 130 honorary degree holders (43 alumni, 87 non-alumni), 45 recipients of the Certificate of Honor, and 254 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of Student Records, the offices of the deans of Student Affairs, and the Career Planning Center are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

For additional information on College offices and buildings, see Campus and Buildings, page 352, and the Campus Map and list of offices on pages 356–59.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, (207) 725-3000. Further information about telephone numbers can be found on the Bowdoin College Web site at www.bowdoin.edu.

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the 18th and 19th centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them... but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends...; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety — of ideas, artistic expression, and exposure to other cultures and other races — so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than 200 years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education — the mission of the College — is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Historical Sketch

THE IDEA OF BOWDOIN COLLEGE originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen,* which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of

Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration and improvements to the Chapel. Two new residence halls, Stowe and Howard Halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from $175 million to approximately $500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's 200th academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his first three years as president, Mills has underscored the primacy of Bowdoin's academic program and has worked with the faculty to redefine a liberal arts education for the twenty-first century. Together with Dean for Academic Affairs Craig McEwen, Mills led the first major curriculum reform at Bowdoin since the early 1980s and has successfully recommitted the College to the goal of expanding ethnic, religious, and socioeconomic diversity among students and employees. During this period, the percentage of students of color in the first-year class climbed from 14 percent to nearly 30 percent. Mills has worked to increase national visibility for Bowdoin and also initiated a comprehensive campus master planning study in the fall of 2002 in order to guide future development on the campus. He has worked to strengthen and increase support for the arts at the College, moving forward on a long-planned renovation of the Walker Art Building and a conversion of the Curtis Pool building into a 300-seat concert hall. Mills has also emphasized the need to build Bowdoin's endowment and particularly to increase resources for student financial aid in order to maintain access to the College by superior students regardless of their ability to pay.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990-2001
Barry Mills	2001–

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations and Bowdoin interview, application and essay, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both are included in the Bowdoin College *Viewbook.* The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College Web site (www.bowdoin.edu).

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay; a Mid-Year School Report; optional Arts and Athletics supplements; the Early Decision form if applicable; and, for those who wish to be considered for financial aid, the Bowdoin Financial Aid Application. Applicants for admission must also submit the $60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($60) as early as possible in the senior year. The deadline for receiving regular applications is *January 1.* In addition to the primary essay required as part of the Common Application, Bowdoin requests that candidates submit a supplementary essay describing the positive influence that one outstanding secondary school teacher has had on the candidate's development.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be completed by two academic subject teachers and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. This past year, approximately 23 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and SAT II test scores should complete all examinations no later than January of the senior year.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling. (See also Home-Schooled Applicants, page 11.)

5. *Visit and Interview:* A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 276.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential can often be helpful to the Admissions Committee. A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September through December. On-campus interviews are available from the third week in May through mid-December.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 30 to 40 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted.* Early Decision candidates may file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.

2. The Common Application and essays, accompanied by a request for Early Decision, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's "Profile" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement.

5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

6. Applicants who are not accepted under the Early Decision program may be transferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities and may not apply for admission to other institutions during the deferral year. A $300 nonrefundable admissions deposit must accompany the deferral request.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate Program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are **required** to submit SAT I and SAT II or ACT test results. SAT II tests should include Math IC or Math IIC and a science. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2003–2004, more than 500 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the International Student Supplement, which is available from the Admissions Office or from the Bowdoin College Web site.

2. Students whose first language is not English must submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form and the Bowdoin Financial Aid Application when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for international students for each entering class. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these exceptional financial aid packages is intense. Both first-year and transfer applicants who wish to be considered for financial aid must submit required materials by January 1. **Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's Web site) with the $60 application fee by March 1 for fall admission or by November 15 for mid-year admission. **International students** should file the application by March 1 for fall admission or by November 15 for mid-year admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April or May. Candidates for January admission are notified in mid-December.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. **U. S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. **International applicants** for aid must file the College Scholarship Service Foreign Student Financial Aid Form by February 15. Financial aid usually is not available for transfer students applying for January admission.

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past decade, financial need has *not* been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid application is the College Scholarship Service "Profile." In addition, the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for all federal grant and loan programs. A brief supplement, the Bowdoin Financial Aid Application (BFAA), is included with the first-year application materials for admission to the College to ensure that our Student Aid Office is aware of a candidate's intent to file for aid. Application deadlines for entering students are listed below. Returning students will receive on-line instructions regarding their renewal application in December.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In the Class of 2008, approximately 44 percent of the entering class of 470 students were awarded need-based grants. The average award of grant, loan, and job was $28,250. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's "Profile." Additional information about Bowdoin financial aid can be found on pages 16–20. Financial aid awards are mailed with letters of admission.

Summary of Application Deadlines

Application materials for admission and student aid include the completed Common Application with supplementary essay, the Bowdoin Financial Aid Application or Foreign Student Financial Aid Application, the College Scholarship Service "Profile," and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

April 15: FAFSA

Early Decision II

January 1: Common Application and supplementary essay, Bowdoin Financial Aid Application, Profile, and most recent federal tax returns

April 15: FAFSA

Regular Admission

January 1: Common Application and supplementary essay
March 1: Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns

Note: Canadian students should file a Profile and Canadian tax returns instead of the Foreign Student Financial Aid Form.

International Applicants

First-Year Students:
January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, TOEFL Report, Foreign Student Financial Aid Form.

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application, Profile, FAFSA, and most recent federal tax returns; International Student Supplement and Foreign Student Financial Aid Form for international applicants

Spring: November 15: Common Application and supplementary essay, Transfer Supplement, Bowdoin Financial Aid Application; International Student Supplement if applicable

Note. Financial aid is often not available for spring transfer students.

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. (207) 725–3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725–3273; FAX: (207) 725–3864.

Financial Aid

Bowdoin College's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses. Consequently, loans and student employment will generally be part of the financial aid award. Applications for financial aid should be submitted to the director of student aid on or before the published deadlines. On-time submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 65 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Students receiving endowed funds may be asked to communicate with donors. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 2003–2004, Bowdoin distributed a total of about $18,925,000 in need-based financial aid. Grants totaled about $15,926,400 in 2003–2004 and were made to approximately 42 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing scholarship grants. The College provides about $1,193,300 to aid recipients each year from loan funds under its control; another $1,585,600 in loan aid comes from private lenders under the terms of the Federal Stafford program.

Application for Financial Aid

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States or Canadian citizens must submit the College Scholarship Service "Profile" form and the Bowdoin Financial Aid Application by the date specified. U. S. citizens must also file the Free Application for Federal Student Aid (FAFSA). In lieu of the Profile and FAFSA, international candidates must file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application concurrently with their application for admission.

The FAFSA is used to determine eligibility for the following aid programs at the College: Federal Pell Grants; Federal Supplementary Education Opportunity Grants (SEOG); Federal Perkins Loans; Federal Stafford Loans; and Federal Work Study jobs. The Bowdoin Financial Aid Application and the "Profile" are used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Domestic transfer students applying for aid must file the FAFSA with the federal processor and the "Profile" with the College Scholarship Service by March 1 and send the Bowdoin Financial Aid Application to the Student Aid Office.

Whether a student receives financial aid from Bowdoin or not, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the Bowdoin Financial Aid Application, the FAFSA, and the "Profile," they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College's Financial Aid Committee will not take action on any aid application until sufficient documentation has been submitted.

Eligibility for Aid

To be eligible for aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. Satisfy academic and personal requirements as listed in the Financial Aid Guide that accompanies an award of aid.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its own discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College's Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student's work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure satisfactory academic progress required for continued enrollment (see Academic Standards and Regulations, Deficiency in Scholarship," pages 34–35).

Awards to students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

Determination of Need

College policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran's benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA, "Profile," and Bowdoin Financial Aid Application. It is presumed that both of the parents or legal guardians are responsible for the student's educational expenses, including the continuing obligation to house and feed the student, to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation. Students are not required to use their savings, and may choose to make up this amount in other ways. If a student decides to use those savings over fewer years or for other purposes, Bowdoin will continue to include the prorated amount in its calculation of student assets.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

Aid Awards

Awards are a combination of scholarship grants and self-help, i.e., a loan offer and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by approximately $200 to $400 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell or SEOG grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Federal Stafford Loans, and Federal Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including the subsidized Federal Stafford Loans, Federal Perkins Loans, and Bowdoin College Consolidated Loans, usually bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

Bowdoin National Merit Scholarships

Bowdoin College is a sponsor of National Merit Scholarships. Winners of these awards who do not demonstrate financial need will receive a $1,000 award from the National Merit Corporation, renewable up to four years. Bowdoin National Merit scholars demonstrating need will receive $2,000 renewable awards from the National Merit Corporation and all remaining need will be met with Bowdoin grant aid and on-campus employment.

National Achievement Scholarships

While Bowdoin College does not sponsor National Achievement Scholarships, scholars who enroll will receive the same grants and loan-free packages offered to National Merit Scholars.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from campus earnings, included in the financial aid award. The student may choose to work or not; this decision has no further effect upon the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students with recognized financial need. However, employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about $1,500,000.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

Veterans Benefits

The degree programs of Bowdoin College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (GI Bill) from the U.S. Department of Veterans Affairs. Students who request veterans' educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Office of Financial Aid.

First-Year Student Awards

About 205 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from $1,000 to $40,000. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 9–14. Candidates will be notified of a prematriculation award soon after they are informed of the decision on their applications for admission, usually about April 5.

Upperclass Awards

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by April 15 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Free Application for Federal Student Aid (FAFSA), and the "Profile" of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid in April; award notifications are mailed in late June. Applications received after the deadline will be considered on a "funds available" basis. Late applicants, if funded, may receive larger loan offers and proportionally less grant.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made prior to December 20 for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Foreign Student Awards

Bowdoin has a limited number of fully funded financial aid awards for foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application, which is available from the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit a Profile instead of the Foreign Student Financial Aid Form.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. In 2003–2004, Bowdoin provided $315,000 in graduate scholarship assistance to 85 students. Further information about these scholarships is available through the Student Aid Office.

Special Funds

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide available on-line at http://www.bowdoin.edu/studentaid, and upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

Fees for the 2004-2005 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	Full Year
Tuition*	$15,472.00	$30,944.00
Housing	1,811.50	3,623.00
Board (19-meal plan)	2,215.50	4,431.00
Student Health Fee*	178.50	357.00
Student Activities Fee*	162.50	325.00
Class Dues*:		
Seniors	30.00	60.00
Other classes	15.00	30.00
Technology Service Fee**	50.00	100.00

* Required fees for all students.
** Applicable only to students in College housing.

Off-Campus Study Fees

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2004–2005 is $1,000 per program. The fee is waived for students attending any Colby-Bates-Bowdoin (CBB) program, ISLE in Sri Lanka, and SITA in India.

The Bowdoin student health policy remains in effect while a student studies elsewhere, unless the student is obliged to purchase a similar insurance from that program.

Registration and Enrollment

All continuing students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

A $400 Re-enrollment Deposit is due about April 1 from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes or apply for housing unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. The deposit is forfeited if a student registers and then transfers or resigns from the College before the fall semester.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–20.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal or 14-meal board plan. First-year students are required to take the 19-meal plan in the fall semester. Students living in College apartments or off campus may purchase a 10-meal or declining balance board plan or one of the standard plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. The student health fee includes health and accident insurance, in which all students are enrolled. The health insurance provides year-round coverage whether a student is enrolled at Bowdoin or in an off-campus study program.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with Campus Safety and Security. The registration decals cost $40 for students. Vehicles must be registered each academic year. Failure to register a motor vehicle will result in a $25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance and provide proof of insurance at the time of registration. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, page 36). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are sent in July and December, respectively. Payment for each semester is due 30 days from the billing date. Credits (funds received) appear on the bill. Bowdoin scholarship grants, payments from the family, and other cash payments are examples of credits. Bowdoin loan offers, estimated Pell Grants, and payment plan contracts are tentative credits (funds expected). The balance due is the difference between all charges and all credits (both actual and tentative). Bills are sent to the student unless the Bursar is requested in writing to direct them to someone other than the student.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from three outside installment payment plan agencies offered. Applications are included with the first bill for each semester. The plans offered are through Academic Management Services (AMS), Key Education Resources, and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

The Curriculum

Bowdoin recognizes through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. The College does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses within the framework of the College's academic standards and in consultation with an academic advisor.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The requirements for the degree include completion of a minimum number of courses, residence at the College for a minimum time, fulfillment of the distribution requirements, and completion of a major. A student must achieve minimum grades in order to remain enrolled at Bowdoin.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment of the first year. Faculty members may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students declare their majors during the second semester of the sophomore year, and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

1. Successfully passed thirty-two full-credit courses or the equivalent;
2. Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
3. Completed at least two courses in each of the following divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two courses in non-Eurocentric studies; and
4. Completed a major, be it a departmental major, two departmental majors, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take two courses from each of the three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts. Students must also take two courses in non-Eurocentric studies; a course that satisfies the non-Eurocentric studies requirement may also count for its division. These requirements may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Distribution requirements should normally be completed by the end of the sophomore year. Areas of distribution are defined as follows:

Natural Science and Mathematics: Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environmental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

Social and Behavioral Sciences: Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

Humanities and Fine Arts: Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

Non-Eurocentric Studies: Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African American, Native American, or Latin American cultures will meet the requirement. Language courses do not meet this requirement. (Designated by the letter *d* following a course number in the course descriptions.)

THE MAJOR

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 46. Interdisciplinary majors are described beginning on page 177.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until spring of the sophomore year. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies
Anthropology
Art History
Asian Studies
Biochemistry
Biology
Chemistry
Classics
Classics/Archaeology
Classical Studies
Computer Science
Economics
English
French
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics and Astronomy
Psychology
Religion
Romance Languages
Russian
Sociology
Spanish
Visual Arts
Women's Studies

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see page 124.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology
Art History and Visual Arts
Chemical Physics
Computer Science and Mathematics
English and Theater
Eurasian and East European Studies
Geology and Chemistry
Geology and Physics
Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 177–80.

A student may take the initiative to develop an interdisciplinary major not specified in the *Catalogue* by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of Student Records. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies
Asian Studies
Anthropology
Art (Art History or Visual Arts)
Biology
Chemistry
Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)
Computer Science
Dance*
Economics
Education*
English
Environmental Studies
Film Studies*
Gay and Lesbian Studies*
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics and Astronomy
Psychology
Religion
Romance Languages (French or Spanish)
Russian
Sociology
Theater*
Women's Studies

** These programs offer only a minor.*

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Dudley Coe Health Center or the Counseling Office. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of Student Records. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2004:	
Rosh Hashanah*	September 16–17
Yom Kippur*	September 25
2005:	
Martin Luther King, Jr. Day	January 17
Good Friday	March 25
Easter	March 27
First Day of Passover*	April 24

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of Student Records Web site provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the Web site at http://www.bowdoin.edu/studentrecords.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form, which must be submitted by the end of the first week of classes. This form verifies that a

**Holidays begin at sundown on the evening before.*

student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services. Enrollment Forms returned late are subject to a $20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of Student Records. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: 1) the student has the necessary qualifications, including but not limited to the course prerequisites; 2) the approved maximum class size limit has not been reached; and 3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records on Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294**. An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course; D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades; only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of Student Records at the close of the semester. Grade reports are available to students on Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/D/Fail Option

A student may choose to take a limited number of courses on a Credit/D/Fail basis as opposed to a graded basis. Courses to be taken on a Credit/D/Fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

A student may elect no more than one course of the normal four-course load each semester on a Credit/D/Fail basis, although a student may elect a fifth course any semester on a Credit/D/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/D/Fail basis; courses in excess of the thirty-two required may be taken for Credit/D/Fail without limit as to number. Courses that can only be taken Credit/D/Fail (most music ensemble and dance performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/D/Fail basis. No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded. An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to this rule or a change of the specified time limit may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately discuss corrective assistance with his or her instructor. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of Student Records will furnish official transcript copies upon written request. There is no charge for transcripts unless materials are requested to be sent by an overnight delivery service.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class; a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Courses taken off campus at one of the Colby, Bates, and Bowdoin Consortium sites are considered Bowdoin courses. Grades earned in these courses are included in GPA calculations.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 32, above.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests twice each year, once in late July and once in mid-December. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of Student Records will send course information to the student's permanent address unless an alternative address has been provided. The student will be unable to participate in course registration until the first day of classes of the semester in which he or she returns. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Materials will be sent to their permanent address unless an alternative address has been provided. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical/Personal Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean.

While on medical leave, students may take courses with the permission of the dean of student affairs and as long as this does not interfere with their recovery and ability to return to Bowdoin. Once a student is readmitted, the Office of Student Records will send course information to his or her permanent address unless an alternative address has been provided. Students on medical leave will be ineligible for housing until after they have been readmitted; however there is no guarantee that College housing will be available at that time.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Further, they are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are permitted to submit applications for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Involuntary Leave of Absence

In unusual circumstances, the dean of student affairs or his or her designee may place a student on an involuntary leave of absence. A student who has any illness, behavior, or condition that might endanger or damage the health or welfare of the student or any other member of the college community; or whose illness, behavior, or condition is such that it cannot be effectively treated or managed while the student is a member of the college community, may be subject to an involuntary leave of absence for medical reasons.

Students unable to pay their college bills may be subject to an involuntary leave of absence for financial reasons.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 43.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence, or Internet programs, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. With the exception of courses taken through the Colby, Bates, and Bowdoin Consortium, course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of Student Records the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of Student Records of any problems in his or her records.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to suspension or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petitions can be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending of the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. (A dean's signature on a petition signifies that the dean and student have discussed the petition and petition process; it does not necessarily mean that the dean approves of or supports the petition.) Students are notified of the outcome by a letter from the Recording Committee.

The Readmission Committee

The Readmission Committee meets twice a year, in late July and in mid-December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their peititons by the Office of the Dean of Student Affairs.

The Center for Learning and Teaching

Bowdoin College has a group of programs developed to support learning and teaching throughout the curriculum. The three programs are housed together in Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Center, the Quantitative Skills Program, and the Writing Project are described below.

The Baldwin Center

The Baldwin Center opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the center offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the center offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

In addition, the Baldwin Center provides a resource for faculty on teaching methods, pedagogical innovations, and student learning styles and needs. The director works with the Committee on Teaching and others to develop programs that support faculty members in their efforts to understand and improve learning in their classrooms.

Quantitative Skills Program

The Quantitative Skills (Q-Skills) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognititon of the conflicting realities of 1) an increasing demand to understand and use quantitative information both in college-level work and for effective citizenship, with 2) the unevenness of quantitative preparation of entering students who arrive on campus from a wide variety of secondary schools.

The Q-Skills Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the Director of Quantitative Skills and faculty advisors counsel students to take courses across the curriculum that will enhance their quantitative interpretation, representation, estimation, and manipulation skills. The Q-Skills Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Q-Skills Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Student writers in any class may go through a similar process with writing assistants on a drop-in basis during evening hours in the Writing Project Workshops.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connnor, director of the Writing Project, or visit the Writing Project Web site.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can construct a course of study combining art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with Jill Pearlman in the Environmental Studies Program, or with members of the Career Planning Center staff as early in their Bowdoin careers as possible.

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering Programs (3-2 Option)

Through an arrangement with the School of Engineering and Applied Science of Columbia University and with the California Institute of Technology, qualified students may transfer into the third year of an engineering option after completing three years at Bowdoin. After the completion of two full years at the engineering school, a bachelor of arts degree is awarded by Bowdoin and a bachelor of science degree by the engineering school. Columbia also has a 4–2 plan, allowing students to complete their senior year at Bowdoin before pursuing a master's degree. Students also may apply as transfer students during their junior year to any approved school of engineering in the country. Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth Thayer School of Engineering. Students should be aware that admission to these schools is not automatic and does not assure financial aid.

Students interested in engineering programs should start planning early and should consult regularly with Dale Syphers of the Department of Physics. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171,** and **181;** and **Computer Science 103** or **107**. They are also expected to have at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2004–2005 academic year can be found on pages 135–45.

Health Professions Advising

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in health care. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. The office sponsors panel discussions with health care providers, presentations by admissions officers, and a variety of workshops throughout the year to inform all students of their options and of the requirements for entry into each field. The director is available to meet with students in scheduled appointments. Assistance is offered with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of health care professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration, and the Health Professions Advising Web site contains links to many professional associations. A variety of books and directories are available in both the Office of Health Professions Advising and in the Career Planning Center. For further information, see the office's Web site at www.bowdoin.edu/healthprofessions.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; George S. Isaacson '70, Esq.; Karin Clough, Esq., Director of the Women's Resource Center; and James Westhoff, assistant director of the Career Planning Center. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Department of Education. Because courses in education and psychology, along with a major in a teaching field, are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see page 112.) An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

Students are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult *Guidelines for Off-Campus Study* distributed by the Office of Off-Campus Study; they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than March 1. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 21). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the approved list of approximately 100 programs and universities kept by the Office of Off-Campus Study. See below for information on approved programs in which Bowdoin students participate by special arrangement with the sponsoring institutions.

Colby-Bates-Bowdoin (CBB) Off-Campus Study Programs

Bowdoin offers, in conjunction with Colby and Bates Colleges, programs that particularly emphasize the integration of study abroad into the curriculum. There are CBB centers in South Africa and the United Kingdom. Courses in these programs are taught by CBB faculty members and host-country instructors, and are designed to make full use of the educational and cultural resources of the region. CBB programs will not be offered after the 2004–05 academic year. For a description of courses offered on CBB programs in Cape Town and London, see pages 92–100.

American University Washington Semester Program

The Washington Semester Program, based on American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics (National Government and Public Law), Economic Policy, Foreign Policy, International Environment and Development, Justice, and Peace and Conflict Resolution. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the various institutes and divisions of the University of Paris and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries, with courses in the humanities, languages, social sciences, natural sciences, mathematics, and fine arts. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in Buenos Aires (Argentina), Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Milan (Italy), Nagoya (Japan), and Barcelona, Madrid and Salamanca (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka, is a consortial program affiliated with the University of Peradeniya, and for which Bowdoin is the agency college. ISLE provides up to twenty-four students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, archaeology, ancient and modern history, Buddhist philosophy and practice, social and gender issues, literature and folklore, politics and government, economics, environmental studies, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. Designed primarily for non-South Asia specialists, SITA offers fall and spring programs, with courses in language, history, religion, literature, social and cultural issues, and independent study. Participants live with host families and tour several regions in South India.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students take The Swedish Model and Comparative Public Policy. Other courses offered typically include Women, Swedish Society, and Culture; Swedish and European Film; Politics and Nationalism in Eastern Europe; and Environmental Policy: A Sustainable Baltic Region.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute.*

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: Courses that are not currently scheduled for a definite semester, but which have been offered within the past ttwo consecutive years, are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

a: Satisfies one semester of the distribution requirement for natural science and mathematics.

b: Satisfies one semester of the distribution requirement for social and behavioral sciences.

c: Satisfies one semester of the distribution requirement for humanities and fine arts.

d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Note: A few courses have no letter designation. These courses may count toward graduation requirements, but do not meet distribution requirements.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Independent study: Directed reading
300–399	Advanced courses, including senior seminars and topics courses
401–404 451–452	Independent study: Original or creative projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
Randolph Stakeman, *Program Director and Chair*
Harriet H. Richards, *Program Coordinator*
(See committee list, page 324.)

Joint Appointment with Art
Visiting Assistant Professor Julie McGee
Joint Appointment with Government
Assistant Professor Mingus Mapps
Joint Appointment with History
Associate Professor Randolph Stakeman
Joint Appointment with Sociology
Visiting Assistant Professor H. Roy Partridge, Jr.

Africana studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101, 102,** or **103; Sociology 208; English 275, 276,** or **278; History 236, 237,** or **243;** and **History 262** or **267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program. No more than one sub-100 level course may count toward the major. Neither courses taken Credit/D/Fail, nor courses in which the student receives a grade of D are accepted for the major.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana Studies will consist of five courses in the Africana Studies program, one of which will be an introductory course (either **Africana Studies 101, 102** or **103**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department. Neither courses taken Credit/D/Fail, nor courses in which the student receives a grade of D are accepted for the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 137–45.

10b,d. Racism. Fall 2004. Roy Partridge.
(Same as **Sociology 10.**)

23c,d. Toni Morrison. Spring 2005. Celeste Goodridge.
(Same as **English 23.**)

Introductory, Intermediate, and Advanced Courses

[51c,d. Myth and Heroic Epic of Africa.]

101c. Political Economy of Race in America. Fall 2004. Randolph Stakeman.

Investigates the political and economic contexts surrounding racism in America. Looks at the historical roots of that context, the historical and contemporary effects of racism, and the implications of it for our society.

103b. Race and American Political Development. Fall 2004. Mingus Mapps.

Examines theories of race, historical perspectives on race in America, black political thought and public opinion, black political participation, and contemporary issues in black politics. Concludes with a set of readings that encourage students to think about the future of racial politics in the United States. (Same as **Government 212.**)

121c. History of Jazz I. Every other year. Fall 2005. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 121.**)

122c. History of Jazz II. Every other year. Fall 2006. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Music 122.**)

138c,d. Music of the Caribbean. Fall 2004. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Latin American Studies 138** and **Music 138.**)

139c. The Civil War Era. Fall 2004. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society on the coming of the war, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **History 139.**)

205c,d. Motown to Hip Hop: Black Culture and Society in the Post-Civil Rights Era. Spring 2005. Randolph Stakeman.

A look at the relationship between music and social conditions from the apex of the Civil Rights Movement in 1963 to the present. Looks at both the political economy of music production and the cultural meanings of the music and its relation to social conditions. (Same as **History 240.**)

Prerequisite: Previous course in Africana studies or history.

206b. Media Representations of Reality. Fall 2005. Kirk Johnson.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Sociology 206.**)

Prerequisite: **Sociology 101** or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2004. Janet Lohmann.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Sociology 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

213b. Race, Inequality, and Social Policy. Spring 2005. Mingus Mapps.

Explores the causes, consequences of, and possible solutions to economic inequality in the United States. Studies the puzzling and troubling persistence of poverty in the United States, one of the richest nations in the history of the world. Notes stark economic divisions of American society despite tenets of political and social equality central to the American creed. Studies the growing economic gap between rich and poor and the changing profile of poverty, with increasing over-representation of women, young people, and racial minorities among the poor. A wide variety of readings provides historical perspectives to explain these trends, while other material presents social scientific explanations of the causes and consequences of poverty. Encourages students to formulate their own ideas about the causes of and solutions to economic inequality in the United States. (Same as **Government 213.**)

217b,d. Overcoming Racism. Spring 2005. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101**.

225c. Race and Representation in the English Renaissance. Spring 2005. Aaron Kitch.

What does *race* mean in the English Renaissance? What literary strategies do authors from Shakespeare to Thomas Browne use in order to represent ethnic, religious, and cultural otherness? How is race as a political or social category dependent on such acts of representation? Studies examples of prose, poetry, and drama in the period, along with travel narratives of colonial exploration, accounts of the nascent slave trade in Africa, scientific treatises on race, and paintings with racialized subjects. Authors include Walter Raleigh, Sir Francis Drake, Edmund Spenser, Richard Hakluyt, Michael Drayton, Sir Philip Sidney, Shakespeare, Francis Bacon, Ben Jonson, Thomas Browne, and Lady Mary Worth. (Same as **English 225.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

227c,d. Modern and Contemporary African Art. Fall 2004. Julie McGee.

An introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Issues considered include authenticity, tradition, modernity, nationality, and African diasporic art. Also examines the complex relationship of African art to colonialism, European art, and its discourse, and the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recomended. (Same as **Art History 269.**)

[230c. Jazz on Film.]

233b,d. Peoples and Cultures of Africa. Spring 2005. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Anthropology 233**.)

Prerequisite: Previous course in anthropology.

236c,d. The History of African Americans, 1619–1865. Spring 2005. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including the Old World contexts of slavery in North America, the Atlantic slave trade, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and finally, the coming of the Civil War and the death of slavery. Sources include important slave narratives and several films. (Same as **History 236**.)

[237c,d. The History of African Americans from 1865 to the Present.]

[238c,d. Reconstruction.]

241c. The Civil Rights Movement. Fall 2005. Daniel Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **History 243**.)

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **History 245** and **Women's Studies 245.**)

[256b,d. African Archaeology: The Roots of Humanity.]

[262c,d. Slavery and the Slave Trade in Pre-Colonial Africa.]

[264c,d. Islamic Societies in Africa.]

265c,d. The History of South Africa. Fall 2004. Randolph Stakeman.

An introduction to the political and economic processes that have shaped black/white relations and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **History 265.**)

[266c,d. African History to 1850.]

267c,d. Africa Since 1850. Spring 2005. Randolph Stakeman.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the East African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **History 267.**)

[271c,d. Returning the Gaze: Issues in Black Photography.]

272c,d. African American Art and the Modernist Discourse. Fall 2004. Julie McGee.

A consideration of modernism through African American art and visual culture. Examines the intersection of black aesthetics with modernist aesthetic paradigms. Includes the confluence *and* incongruence of African American art with canonical histories of European and American modernism, primitivism and abstraction. Themes include notions of the primitive and appropriation, narrative, and modernist expressions of race, nation, sexuality, and the erotic. Topics include the New Negro, the Harlem Renaissance, Jazz Age Paris, and New York. Among the artists considered are Aaron Douglas, Romare Bearden, Norman Lewis, James VanDerZee, Hale Woodruff, Lois Jones, and Elizabeth Catlett. (Same as **Art History 272.**)

[275c,d. African American Fiction: Counterhistories.]

[276c,d. African American Poetry.]

[277c.Topics in Nineteenth-Century American Literature: Empire of Feeling.]

279c. Introduction to African-American Literature. Fall 2004. Dan J. Moos.

An introduction to African-American studies, with a particular emphasis on African-American literature. Focuses on literature spanning the output of African-American writing, with close attention to the themes of slavery, assimilation, racial separation, and black nationalism. Approaches these texts more or less chronologically, so as to build a coherent historical narrative of African-American issues. Goals are to explore fundamental issues of African-American life since the mid-eighteenth century and to provide the background to encourage further study in this field, as well as in ethnic studies, American literature, and American history more generally. (Same as **English 279**.)

Prerequisite: One first-year seminar or 100-level course in the English department.

281c. African-American Utopias: Colonization, Emigration, and Black Nationalisms. Spring 2005. Dan J. Moos.

As early as 1773, African Americans petitioned whites in power for their removal from America so that they might start a community or nation of their own. Examines the impulses toward colonization and emigration in African-American history, including movements that looked to Africa as an African-American state. Looks at historical documents, essays, and speeches, but focuses primarily on the speculative possibilities offered by African-American authors such as Oscar Micheaux, Martin R. Delany, Surron Griggs, and Toni Morrison. Explores real and fictional black nations, black towns, and even secret black governments and tries to determine the impulse for this departure, as well as the ideological import of black separation from the American nation. (Same as **English 281**.)

Prerequisite: One first-year seminar or 100-level course in the English department.

307b. Race and Representation. Spring 2005. Mingus Mapps.

Explores a question that has been central to American politics since the founding of the Republic: does the American political system provide for the fair representation of minorities? The primary goal is to develop thoughtful answers to that question. Early readings review ideas philosophers have developed about political representation, which provide the theoretical framework for examining current problems in political representation. Explores a wide range of debates, including disputes over the representation of racial minorities in American politics, the accuracy of the United States census, and the impact alternative voting systems might have on political representation. Although readings primarily focus on the experience of racial minorities in the United States, the issues explored are relevant to a wide range of political minorities, and to those interested in how to build just democracies in diverse and complex societies. (Same as **Government 307.**)

331c,d. Advanced Topics in Caribbean Music. Spring 2005. Joanna Bosse.

Music is a sign system for expressing how we feel about our place in the world, and is particularly adept for capturing the paradoxical nature of existence. Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. Includes extensive reading of scholarly literature, as well as listening and writing assignments. (Same as **Latin American Studies 331** and **Music 331**.)

Prerequisite: One previous course in Latin American Studies.

336c,d. Research in Nineteenth-Century United States History. Spring 2005. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25-30 page research paper. Students may choose any topic in Civil War or African-American history, broadly defined. This is a special opportunity to delve into Bowdoin's rich collections of primary source documents. (Same as **History 336**.)

Prerequisite: One previous course in United States history.

344c. African American Cinema to 1950. Spring 2005. Dan J. Moos.

Examines early African-American cinema from its inception in the first two decades of the twentieth century to 1950. Looks primarily at all-black cast films, many from African-American directors and producers, but begins by looking at the dominant images of African Americans in mainstream studio films of the time in order to understand the images that black film makers insisted on countering over the next decades. Engages issues of technique, content, and audience. Examines the relationship between Hollywood and independently produced black films. Viewings include early films from Oscar Micheaux and the Colored Players Film Corporation, an all-black-cast Western, 1940s melodramas, a U.S. military propaganda film, and musicals. (Same as **English 344.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Art

Professors
Thomas B. Cornell
Mark C. Wethli, *Director, Visual Arts Division*
Associate Professors
Linda J. Docherty
Pamela M. Fletcher†
Susan E. Wegner, *Chair*
Assistant Professors
Michael Kolster**
James Mullen
Stephen Perkinson

Visiting Assistant Professors
Anna Hepler
Sarah Malakoff
Joint Appointment with Africana Studies
Visiting Assistant Professor Julie McGee
Joint Appointment with Asian Studies
Assistant Professor De-nin Deanna Lee

Lecturer
John B. Bisbee
Visiting Lecturer
Christopher C. Glass
Department Coordinator
Dede Medlen

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History and Criticism

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 101;** one non-Eurocentric course numbered 110 or higher; one from **Art History 209, 210, 212, 213, 214, 215, 226;** one from **Art History 222, 223, 224,** or **232;** one from **Art History 240, 241, 242, 252, 254, 262,** or **264;** one additional 200-level course; two 300-level seminars; and two additional art history courses numbered above **101,** one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 177.

Requirements for the Minor in Art History and Criticism

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 101**; two 200-level courses; one 300-level course; and one additional art history course numbered above **101.**

The major and the minor in visual arts are described on page 58.

COURSES IN THE HISTORY AND CRITICISM OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 137–45.

13c,d. Stories and Scrolls. Fall 2004. De-nin Deanna Lee.
(Same as **Asian Studies 13.**)

15c. Art Works, Artists, and Audiences. Fall 2004. Stephen Perkinson.

20c. Living Spaces. Spring 2005. Linda Docherty.

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Western Art. Fall 2004. Stephen Perkinson.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors and minors in art history and visual arts. This course is a prerequisite for most upper-level courses in the history of art.

103c,d. Introduction to Asian Art and Architecture. Spring 2005. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have taken **Art History 140** or **Asian Studies 140.** (Same as **Asian Studies 103.**)

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2006. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as Chavín, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

209c. Introduction to Greek Archaeology. Fall 2005. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

210c. Introduction to Roman Archaeology. Fall 2004. Molly Swetnam-Burland.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

[213c. Early Medieval and Byzantine Art.]

[214c. Romanesque and Gothic Art.]

[215c. Illuminated Manuscripts and Early Printed Books.]

218c,d. Later Chinese Painting: Art of Emperors, Scholars, Merchants, and Courtesans. Fall 2004. De-nin Deanna Lee.

Surveys the history of painting in China during the Yuan, Ming, and Qing dynasties, or from approximately the late thirteenth through the late nineteenth century. Topics include court patronage, the rise of both scholar-amateur and professional painters, and women in painting. (Same as **Asian Studies 218**.)

220c,d. Other Modernisms: Art in Twentieth-Century China. Fall 2005. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. (Same as **Asian Studies 220.**)

222c. Art of the Italian Renaissance. Fall 2004. Susan Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art History 101** or permission of the instructor.

223c. The Arts of Venice. Spring 2005. Susan Wegner.

Venice is distinctive among Italian cities for its political structures, its geographical location and its artistic production. This overview of Venetian art and architecture considers Venice's relationships to Byzantium and the Turkish east, Venetian colorism in dialogue with Tuscan-Roman disegno, and the impact of Venice on foreign artists, such as Dürer, Rubens, and Velázquez. It also examines the role of women as artists, as patrons and as subjects of art. Includes art by the Bellini family, Giorgione, Titian, Veronese, Tintoretto, Tiepolo, Canaletto, Rosalba Carriera, and the architecture of Palladio.

224c. Mannerism. Spring 2005. Susan Wegner.

Mannerism in art and literature. Artists include Michelangelo, Pontormo, Rosso, Bronzino, El Greco. Themes include fantasy and imagination, ideal beauty (male and female), the erotic and grotesque, and the challenging of High Renaissance values. Readings include artists' biographies, scientific writings on the senses, formulas for ideal beauty, and description of court life and manners. Uses the Bowdoin College Museum of Art's collection of sixteenth-century drawings, prints, and medals.

226c. Northern European Art of the Fifteenth and Sixteenth Centuries. Spring 2005. Stephen Perkinson.

Surveys the painting of the Netherlands, Germany, and France. Topics include the spread of the influential naturalistic style of Campin, van Eyck, and van der Weyden; the confrontation with the classical art of Italy in the work of Dürer and others; the continuance of a native tradition in the work of Bosch and Bruegel the Elder; the changing role of patronage; and the rise of specialties such as landscape and portrait painting.

Prerequisite: **Art History 101** or permission of the instructor.

232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio. Spring 2006. Susan Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art History 101** or permission of the instructor.

242c. Nineteenth-Century European Art. Fall 2004. Linda Docherty.

Painting and sculpture in Western Europe from 1750 to 1900 with emphasis on France, England, and Germany. Individual artists are studied in the context of movements that dominated the century: neoclassicism, romanticism, realism, impressionism, post-impressionism, and symbolism. The influence of art criticism, the relationship between art and society, and the emergence of the avant-garde in this period are also discussed.

Prerequisite: **Art 101** or permission of the instructor.

252c. Modern Art. Fall 2005 and Fall 2006. Pamela Fletcher.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, and the Mexican muralists. Modernism is analyzed in terms of the problems presented by its social situation; its relation to other elements of culture; its place in the historical tradition of Western art; and its invocation of archaic, primitive, and Asian cultures.

Prerequisite: **Art History 101** or permission of the instructor.

254c. Contemporary Art. Spring 2006. Pamela Fletcher.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art History 101** or **252,** or permission of the instructor.

262c. American Art from the Colonial Period to the Civil War. Spring 2006. Linda Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

[264c. American Art II: Civil War to 1945.]

268c. Photography and Identity. Spring 2005. Linda Docherty.

The history of American photography as a means of documenting, interpreting, and constructing American identity. Portraiture, landscape, and genre are studied in relationship to historical developments and theories of national character.

Prerequisite: **Art History 101** or permission of the instructor.

269c.d. Modern and Contemporary African Art. Fall 2004. Julie McGee.

An introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Issues considered include authenticity, tradition, modernity, nationality, and African diasporic art. Also examines the complex relationship of African art to colonialism, European art and its discourse, and the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recomended. (Same as **Africana Studies 227.**)

[271c,d. Returning the Gaze: Issues in Black Photography.]

272c,d. African American Art and the Modernist Discourse. Fall 2004. Julie McGee.

A consideration of modernism through African American art and visual culture. Examines the intersection of black aesthetics with modernist aesthetic paradigms. Includes the confluence *and* incongruence of African American art with canonical histories of European and American modernism, primitivism and abstraction. Themes include notions of the primitive and appropriation, narrative, and modernist expressions of race, nation, sexuality, and the erotic. Topics include the New Negro, the Harlem Renaissance, Jazz Age Paris, and New York. Among the artists considered are Aaron Douglas, Romare Bearden, Norman Lewis, James VanDerZee, Hale Woodruff, Lois Jones, and Elizabeth Catlett. (Same as **Africana Studies 272.**)

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

315c. Art in the Late Medieval Courts. Spring 2005. Stephen Perkinson.

In the late Middle Ages, the aristocratic courts of northern Europe commissioned some of the most spectacular works of art ever created. Rulers built massive palaces whose walls were hung with tapestries, commissioned sculptures and paintings to decorate their castles and chapels, displayed their wealth with fashions and jewelry, and purchased manuscripts whose illuminations projected a mythic vision of noble culture. Explores the connections between art and political power in this period, tracing objects as they moved from the studios of their creators and passed through the hands of the individuals who exchanged them as gifts or amassed them in collections. Also discusses how art defined social roles, dividing society into groups according to gender and class. In addition to reading a number of important art historical studies, students examine a handful of literary texts that help reconstruct the visual culture of the courts.

Prerequisite: **Art History 101** or permission of the instructor.

322c,d. Buddhist Art in Asia. Spring 2005. De-nin Deanna Lee.

Examines the complex art and architecture of the Buddhist religion in Asia. Students gain understanding of the basic teachings of Buddhism in order to understand the religious context of art objects and architectural sites. Begins with the time of Ashoka (272–31 b.c.e.) in India and continues through medieval and modern East and Southeast Asia. Considers how local conditions — cultural, social, and political — shape religious expression. (Same as **Asian Studies 322**.)

Prerequisite: Sophomore standing or above, and **Art History 101** or **Art History 140** or permission of the instructor.

333c. Studies in Seventeenth-Century Art: Caravaggio and Artemisia Gentileschi. Fall 2004. Susan Wegner.

Constrasts two artists — one male, one female — whose powerful, naturalistic styles transformed European painting in the seventeenth century. Starting with a close examination of the artists' biographies (in translation), focuses on questions of the artists' education, artistic theory, style as a reflection of character, and myths and legends of the artists' lives. Also examines the meanings of seventeenth-century images of heroic women, such as Esther, Judith, and Lucretia, in light of social and cultural attitudes of the times.

Prerequisite: **Art History 101** or permission of the instructor.

365c. Picturing Nature. Fall 2004. Linda Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Environmental Studies 365.**)

Prerequisite: **Art History 101** or **Environmental Studies** 101, or permission of the instructor.

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

401c–404c. Advanced Independent Study and Honors in Art History. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Visual Arts 150, 160, 250,** and **260;** four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art History 101;** and two other courses in art history.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Visual Arts 150, 160,** either **250** or **260,** plus two additional studio courses, at least one of which must be numbered **270** or higher; and **Art History 101.**

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c. Drawing I. Fall 2004 and Spring 2005. James Mullen and Mark Wethli.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. Painting I. Fall 2004. James Mullen. Spring 2005. Mark Wethli.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150.**

165c. Principles of Design. Every year. Spring 2005. Judy Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perpective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130** and **Theater 130.**)

170c. Printmaking I. Fall 2004. Anna Hepler.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

Prerequisite: **Visual Arts 150** or permission of the instructor.

175c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Dance 140** and **Theater 140.**)

180c. Photography I. Fall 2004. Sarah Malakoff. Spring 2005. Sarah Malakoff.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm nonautomatic camera.

190c. Architectural Design I. Spring 2005. Christopher Glass.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques.

195c. Sculpture. Fall 2004. John Bisbee.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

233c. Architecture and Sustainability. Fall 2004. Steven Theodore and Wiebke Theodore.

Explores the critical components, principles, and tools of good sustainable design. Using design exercises, readings, class discussion, field visits, and case studies, students investigate why and how buildings can be designed in ways that are environmentally responsive and responsible. Issues include the relationship between sustainability and creative architectural form, as well as the importance of place and community in design. (Same as **Environmental Studies 233.**)

235c,d. Puppetry. Spring 2005. Libby Marcus.

In its most basic form, puppetry is the inanimate made animate for the purpose of personal expression in performance. A thorough introduction to the art of puppetry. Students design and build different styles of puppets (hand, shadow, rod) and learn to use them. The cultural context of puppetry around the world is considered. Students create several short puppet pieces and one culminating performance work in which the primary medium is puppetry. (Same as **Theater 235.**)

Prerequisite: A 100-level course in theater or visual arts.

250c. Drawing II. Spring 2005. Thomas Cornell.

A continuation of the principles introduced in **Visual Arts 150,** with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150.**

255. The Art of Scientific Illustration: Using 3-D Animations in Education. Fall 2004. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of film-making and use of high-end three-dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Biology 202.**)

Prerequisite: Permission of the instructor.

260c. Painting II. Spring 2005. James Mullen.

A continuation of the principles introduced in **Visual Arts 160,** with studio problems based on direct experience.

Prerequisite: **Visual Arts 160.**

270c. Printmaking II. Spring 2005. Anna Hepler.

A continuation of the principles introduced in **Visual Arts 170,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 170** or permission of the instructor.

275c. Architectural Design II. Spring 2005. Christopher Glass.

A continuation of principles introduced in **Visual Arts 190,** with an emphasis on the idea of the creation and analysis of sacred space. Includes readings and analysis of varieties of sacred space, both natural and constructed, and requires architectural design projects and presentations.

Prerequisite: **Visual Arts 190.**

280c. Photography II. Fall 2004. Michael Kolster.

Review and expansion of concepts and techniques fundamental to black-and-white photography, with exploration of the image-making potentials of different formats such as 35mm and view camera. Seminar discussions and field and laboratory work. Students must provide their own nonautomatic 35mm camera.

Prerequisite: **Visual Arts 180** or permission of the instructor.

285c. Sculpture II. Fall 2004. John Bisbee.

A continuation of principles introduced in **Visual Arts 195,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

350c–359c. Advanced Studies in Visual Arts. Fall 2004. Mark Wethli. Spring 2005. Thomas Cornell.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Visual Arts 250** or **260** or permission of the instructor.

370c. Printmaking III. Spring 2005. Anna Hepler.

Advanced projects in printmaking.

Prerequisite: **Visual Arts 270** or permission of the instructor.

380c. Photo Seminar. Spring 2005. Sarah Malakoff.

An extension of principles and techniques developed in **Visual Arts 180** and **Visual Arts 280,** with increased emphasis on independent projects. Seminar discussion and critiques, field and laboratory work. Participants must provide their own nonautomatic 35mm camera.

Prerequisite: **Visual Arts 280** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Henry C. W. Laurence, *Program Director and Chair*
Suzanne M. Astolfi, *Program Coordinator*

(See committee list, page 324.)

Associate Professor
Shuqin Cui
Assistant Professor
Songren Cui
Joint Appointment with Art
Assistant Professor De-nin Deanna Lee
Joint Appointments with Government
Associate Professor Henry C. W. Laurence
Assistant Professor Lance Guo†
Visiting Instructor William J. Hurst
Joint Appointments with History
Professor Kidder Smith
Associate Professor Thomas Conlan
Assistant Professor Rachel Sturman

Joint Appointment with Religion
Professor John C. Holt
Lecturers
Sree Padma, *Administrative Director of ISLE Program*
Natsu Sato
Visiting Lecturers
Xiaoyun Jiang
Reiko Yoshida
Adjunct Lecturers
T. C. Kline III
Tae Yang Kwak

Students in Asian Studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian Studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in religion), as well as a significant number of relevant courses focused on Asia.

Off-Campus Study

Foreign study for students interested in Asian Studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but they may select another program based upon their academic interests. The ISLE and SITA programs (see pages 44–45) are recommended for students interested in South Asia. Consult the Asian Studies office or Web site for information about these and other programs. Up to three credits from off-campus study (excluding language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

Requirements for the Major in Asian Studies

One majors in Asian Studies by focusing on a particular geographic and cultural area (e.g., South Asia). Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-semester project. One Credit/D/Fail course may count for the major.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of Student Records to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

2. *Area-specific courses.* Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students of China must take **Asian Studies 370, 371,** or **372.** For Japan, **Asian Studies 283** is required. Students focusing on South Asia must take one course each from the following three areas: 1) anthropology (**Asian Studies 234, 235, 248**); 2) religion (**Asian Studies 219, 240, 241, 242**); and 3) history (**Asian Studies 255, 256, 257, 258**).

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction (i.e., **Japanese 205** or **Chinese 205**) or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one course each from the following three areas: 1) anthropology (**Asian Studies 234, 235, 248**); 2) religion (**Asian Studies 219, 240, 241, 242**); and 3) history (**Asian Studies 255, 256, 257, 258**).

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

First-Year Seminars

For a full description of first-year seminars, see pages 137–45.

13c,d. Stories and Scrolls. Fall 2004. De-nin Deanna Lee.
(Same as **Art History 13**.)

19b,d. East Asian Politics: Introductory Seminar. Fall 2004. Henry C. W. Laurence.
(Same as **Government 119**.)

26c,d. Gandhi and His Critics. Fall 2004. Rachel Sturman.
(Same as **History 26.**)

28c,d. Seekers' Lives. Fall 2005. Kidder Smith.
(Same as **History 28.**)

Introductory, Intermediate, and Advanced Courses

[81c,d. Investigating Subjective Experience.]

103c,d. Introduction to Asian Art and Architecture. Spring 2005. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have taken **Art History 140** or **Asian Studies 140.** (Same as **Art History 103.**)

[146c,d. Music of East and Southeast Asia.]

[180c,d. Living in the Sixteenth Century.]

208. Literature of Ancient Indian Society. Fall 2004. Sree Padma.

Examines the articulation of fundamental social, cultural, and political values within seminal texts of literature that were written from the 4th century B.C.E. to the 5th century C.E. in the Indian sub-continent. Texts may include the *Edicts of Asoka* (emphasizing the moral development of social interaction), the *Arthasastra* (concerned with strategic policy and royal statecraft), *Manudharmasastra* (the codification of social duties according to age, gender, and vocation), and Vatsayana's *Kamasutra* (the aesthetics of cultured etiquette). Students write 3-5 page analytical essays to engage each of these texts following classroom lectures and discussions. *One-half credit course.*

218c,d. Later Chinese Painting: Art of Emperors, Scholars, Merchants, and Courtesans. Fall 2004. De-nin Deanna Lee.

Surveys the history of painting in China during the Yuan, Ming, and Qing dynasties, or from approximately the late thirteenth through the late nineteenth century. Topics include court patronage, the rise of both scholar-amateur and professional painters, and women in painting. (Same as **Art History 218.**)

219c,d. Religion and Fiction in Modern South Asia. Spring 2005. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie *(Midnight's Children, The Satanic Verses)*, V. S. Naipaul *(An Area of Darkness, India: A Million Mutinies Now?)*, Gita Mehta *(A River Sutra)*, etc. (Same as **Religion 219.**)

220c,d. Other Modernisms: Art in Twentieth-Century China. Fall 2005. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. (Same as **Art History 220.**)

223c,d. Mahayana Buddhism. Spring 2006. John Holt.

Studies the emergence of Mahayana Buddhist world views as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch,* among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Religion 223.**)

224c,d. An International History of Modern Korea, 1600–1950. Spring 2005. Tae Yang Kwak.

A survey of the cultural, political, and social impact of Korea's internationalization from early modern times to the contemporary period. Studies dynastic change in China, invasion from Japan, and Western imperialism, as well as domestic Confucianization in the context of the modern transformation of Korea. Aims to introduce Korean history to those students with little or no exposure to Korea and to challenge commonly held assumptions by those that do. (Same as **History 270.**)

227b,d. Chinese Politics. Fall 2004. William J. Hurst.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Government 227.**)

[228b,d. Chinese Foreign Policy.]

229b,d. Politics of Southeast Asia. Fall 2005. Lance Guo.

Starts with a survey of the political landscape of tropical Southeast Asia and proceeds to investigate the fundamental forces driving political changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs and political traditions. Topics include colonialism and nation building, regime legitimacy, political protests (often spearheaded by college students) and ethnic conflicts, the different responses to the challenges of modernization, causes and consequences of rapid economic growth, and the attempts by political elites at "culturally bounded and historically specific" human rights and democracy as a defensive strategy against Western ideological hegemony. (Same as **Government 229.**)

233c,d. Globalization and Terrorism in South Asia. Spring 2005. The Department.

Explores linkages among terrorism, nationalism, and globalization within selected armed liberation movements in South Asia, such as the Liberation Tigers of Tamil Eelam (LTTE) in Sri Lanka and the Maoist Movement in Nepal. Examines how these militant movements mobilize nationalist sentiments; ethno-religious, class, gender and caste identities; as well as greed among conflict entrepreneurs and material deprivations among populations at large in sustaining their violent struggles. While these movements may be seen as violent moves to reassert cultural/political boundaries against the rising tide of globalization, ironically they also reflect the penetration of global forces related to international arms trade, strategic use of the Internet for networking and propaganda purposes and support from diasporas. *One-half credit course.* (Same as **Sociology 231.**)

234b,d. Contentious Politics: Social and Political Change in East and Southeast Asia. Spring 2005. William J. Hurst.

The study of social movements and contentious politics has traditionally been rather heavily focused on Western European, North American, and politically pluralist contexts. It has also traditionally been rather weak in the analysis of outcomes and effects of contentious action, focusing instead on its causes and genesis. After examining some of the most enduring debates from the wider social movements field, examines both the causes and effects of contentious political activity across several key — mostly authoritarian — states and periods in East and Southeast Asia. Specifically, focuses on social movements and contentious politics over the past thirty years in South Korea, Taiwan, the People's Republic of China, and Indonesia. (Same as **Government 234.**)

[235b,d. South Asian Cultures and Societies.]

240c,d. Hindu Religious Literature. Fall 2004. John Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanisads, Yoga Sutras,* the epics *Ramayana* and *Mahabharata,* including the *Bhagavad Gita*, selected myths from the *Puranas,* and poetry and songs of medieval devotional saints. Focuses on development of various types of religious world views and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Religion 220.**)

241c,d. Hindu Religious Culture. Spring 2005. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Asian Studies 240** is recommended as a previous course. (Same as **Religion 221.**)

242c,d. Theravada Buddhism. Fall 2005. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222.**)

248b,d. Activist Voices in India. Spring 2005. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Anthropology 248** and **Women's Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288;** or **Religion 12, 221, 323**), or permission of the instructor.

249c,d. Perspectives on Modern China. Spring 2005. Shuqin Cui.

Examines China in modern times. Considers the social history of China along with its literary and visual representations. Approaching the subject from different perspectives enables us to see the nation-building process against conventional discourses. Critical readings and discussions make us realize that modern China is an ever-changing concept engaged in an uncompleted pursuit of modernity.

252c,d. Popular Culture in Post-Socialist China. Spring 2006. Shuqin Cui.

Explores the role of popular culture in China as it undergoes the transition from a socialist economy to a thriving consumer culture. Topics include political pop, urban cinema, literary writings, and pop music. Considers how the state apparatus and the mass population participate in cultural production and consumption by examining trends in popular culture.

254c,d. Transnational Chinese Cinema. Fall 2004. Shuqin Cui.

Examines sociocultural topics through cinematic representations. Places national cinemas (films from mainland China, Taiwan, and Hong Kong) in a transnational framework in order to examine how cinema, as a sign system, constructs sociocultural and aesthetic meanings. Students should bring an open mind towards non-Western cultural texts and a critical eye for visual art.

256c,d. Modern South Asia. Fall 2004. Rachel Sturman.

Chronological and thematic introduction to the history of South Asia from the rise of the Mughal Empire to the present. Topics include early modern state formation, Mughal society and cultural forms, the rise of British imperial power, colonial economy and society, the emergence of anti-colonial nationalism. independence and partition, secularism and religious fundamentalisms, and democracy and inequality in post-colonial South Asia. (Same as **History 261.**)

257c,d. Law and Colonial Society in British India. Spring 2005. Rachel Sturman.

Seminar. The British were fond of describing the rule of law as their foremost "gift" to their Indian subjects. What did this law actually entail, both for the colonial rulers and for their colonized subjects? How did the British create a legal system for India, and what was the role of law within colonial Indian society? Draws on primary and secondary sources, examining law as a central arena for understanding colonial governance and political modernity. Topics include key colonial legal campaigns, such as the effort to reform Hindu marriage and the campaign to identify and eradicate "criminal castes and criminal tribes." Also explores the contentious formation of religious laws of the family administered by the colonial state, the role of race and gender in defining colonial legal subjecthood, and the legacies of colonial law for the post-colonial Indian nation state. (Same as **History 257**.)

Prerequisite: At least one history course. Some background in South Asian history or culture is beneficial, but is not required.

258c,d. Politics and Popular Culture in Twentieth-Century India. Spring 2005. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, the partition of the subcontinent and communities of violence, urbanization and the creation of new publics, modern visual culture, democracy, caste, gender and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communcation. (Same as **History 263.**)

[259c,d. History of South Asia.]

265c,d. Early Chan (Zen) Buddhism. Fall 2004. T. C. Kline III.

Chan Buddhism was not simply imported to China from Central and South Asian forms of Buddhism, but emerged out of the use of Daoist metaphors and vocabulary to translate and interpret Buddhist texts. This course examines the early Chan tradition, through reading of early Chan texts, and explores its connections with Daoism. (Same as **Religion 265.**)

266c,d. Women and Writing in Modern China. Fall 2005. Shuqin Cui.
Approaches the subject of women and writing in 20th-century China from perspectives of gender studies and literary analysis. Considers women writers and their works in the context of Chinese history and as a challenge to the master narratives of Chinese literary tradition. In addition, constructs a dialogue between Chinese women's texts and Western feminist theory. (Same as **Women's Studies 266.**)

267b,d. International Relations in East Asia. Fall 2005. Lance Guo.

Examines international relations in East Asia (including both Northeast and Southeast Asia) from a regional perspective while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies, nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, the South China Sea and the associated foreign policy issues; broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Government 267**).

269. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2006. Rachel Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Economics 277** and **Women's Studies 277.**)

Prerequisite: **Economics 101** and a college level statistics course such as **Economics 257, Mathematics 155** or **165, Psychology 252, Sociology 201,** or permission of the instructor.

270c,d. Introduction to Chinese Philosophy. Fall 2004. T. C. Kline III.

Examines the development of early Chinese philosophy as an extended conversation among various thinkers trying to provide solutions to a common set of problems—how to characterize human nature, moral psychology, and moral development. Beginning with Confucius, follows the chronological development of these theories as each new philosopher criticizes and adopts elements of his predecessors' theories. Philosophers to be discussed include: Kongzi (Confucius), Mozi, Yang Zhu, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. (Same as **Philosophy 270.**)

[271c,d. The Material Culture of Ancient China.]

272c,d. Cosmic Sexualities in East and South Asian Cultures. Fall 2004. Kidder Smith.

Examines conceptions of the cosmos based on sexual metaphors in the cultures of China, Tibet and India, especially the Daoist, Buddhist and Hindu traditions. Emphasis on how human social realities shape and are shaped by systems of belief. Topics include the varying complementarities of yin-yang, yab-yum, and Siva-Sakti. (Same as **History 272.**)

273c,d. A Social History of Shamanism in East Asia. Fall 2005. Kidder Smith.

What kinds of societies foster shamanic practice? How do variant social structures give rise to analytically similar religious activity? Studies the cultures of Siberia, ancient China, medieval Japan, and premodern Tibet against the larger patterns of shamanic practices in other parts of the world. (Same as **History 273.**)

Prerequisite: Any one of the following: **Asian Studies/History 28, Asian Studies 81, Asian Studies/History 276, Religion 101,** or permission of the instructor.

274c,d. Chinese Poetry and Society. Fall 2005. Kidder Smith.

Examines Chinese poetry from early times through its great flourishing in the Tang dynasty (618–906), situating it in its social, political, and religious contexts. Students who have previously enrolled in this course cannot repeat the course for credit. (Same as **History 274.**)

[276c,d. A History of Tibet.]

281c,d. The Courtly Society of Heian Japan. Fall 2004. Thomas Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Based on the *Tale of Genji,* a tenth-century novel of romance and intrigue, students attempt to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **History 281.**)

282b,d. Japanese Politics and Society. Fall 2004. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Government 232.**)

283c,d. The Origins of Japanese Culture and Civilization. Fall 2004 and Fall 2005. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283.**)

284c,d. The Emergence of Modern Japan. Spring 2005 and Spring 2006. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284.**)

285c,d. Conquests and Heroes. Spring 2005. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. Explores narratives of battle and investigates "heroic" qualities of European, Chinese, and Japanese figures. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **History 285.**)

286c,d. Japan and the World. Fall 2005. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **History 286.**)

322c,d. Buddhist Art in Asia. Spring 2005. De-nin Deanna Lee.

Examines the complex art and architecture of the Buddhist religion in Asia. Students gain understanding of the basic teachings of Buddhism in order to understand the religious context of art objects and architectural sites. Begins with the time of Ashoka (272–31 B.C.E.) in India and continues through medieval and modern East and Southeast Asia. Considers how local conditions — cultural, social, and political — shape religious expression. (Same as **Art 322**.)

Prerequisite: Sophomore standing or above, and **Art History 101** or **Art History 140** or permission of the instructor.

332b,d. Advanced Seminar in Japanese Politics. Spring 2005. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332**.)

Prerequisite: **Asian Studies 282** or **Government 232.**

[333b,d. Advanced Seminar in Chinese Politics.]

[335b,d. Advanced Seminar on East Asia.]

[337b,d. Advanced Seminar in Human Rights and Democracy in East Asia.]

[340c,d. Asian Religions and the West.]

360c,d. The Impact of the "Exotic." Spring 2005. Vineet Shende.

After hearing the music of Javanese Gamelan, Claude Debussy wrote that it "contained every nuance, even the ones we have no names for. There tonic and dominant have become empty shadows of use only to stupid children." Explores how the musical techniques of non-Western cultures have affected composition of twentieth- and twenty-first-century Western concert music. Studies theories and structures of music found in China, India, Indonesia, Japan, and Sub-Saharan Africa. Source materials feature composers such as Britten, Cage, Chen, Debussy, Glass, Harrison, Levinson, Ligeti, Messiaen, Reich, Scriabin, Sheng, and Takemitsu. (Same as **Music 360**.)

Prerequisite: **Music 203** or **Music 243**, or permission of instructor.

370c,d. Problems in Chinese History. Fall 2004. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **History 370**.)

380c,d. The Warrior Culture of Japan. Spring 2006. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380**.)

Prerequisite: **History 283**, **History 284** or permission of the instructor.

291c–299c. Intermediate Independent Study.

401c–404c. Advanced Independent Study and Honors.

LANGUAGE COURSES

Chinese 101c. Elementary Chinese I. Every fall. Songren Cui.

A foundation course for communicative skills in modern Chinese (Mandarin). Introduction to the sound system, essential grammatical structures, basic vocabulary, and approximately 360 characters. Followed by **Chinese 102.**

Chinese 102c. Elementary Chinese II. Every spring. Songren Cui.

A continuation of **Chinese 101.** Rigorous training in listening, speaking, reading, and writing. Introduction to the next 400 characters, the use of the Chinese-English dictionary, character simplification, and Chinese word processing. Followed by **Chinese 203.**

Prerequisite: **Chinese 101.**

Chinese 203c. Intermediate Chinese I. Fall 2004. Xiaoyun Jiang.

An intermediate course in modern Chinese (Mandarin). Develops all-around communicative skills, with an emphasis on accuracy and fluency. Students learn another 500 characters and read longer, more complex texts. Followed by **Chinese 204.**

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Spring 2005. Xiaoyun Jiang.

A continuation of **Chinese 203.** Consolidates and expands knowledge of grammar and vocabulary, with an additional 600 characters. Further develops communicative competence, and prepares students to study abroad. Followed by **Chinese 205.**

Prerequisite: **Chinese 203** or permission of the instructor.

Chinese 205c. Advanced Chinese I. Fall 2004. Shuqin Cui.

An advanced course in modern Chinese (Mandarin). Upgrades all skills in listening, speaking, reading, and writing. Emphasizes the development of skills in self-managing study, particularly in dealing with edited and/or authentic materials. Followed by **Chinese 206.**

Prerequisite: **Chinese 204** or permission of the instructor.

Chinese 206c. Advanced Chinese II. Spring 2006. Shuqin Cui.

A continuation of **Chinese 205.** Focuses on the development of functional skills in reading and writing, and prepares students to make a successful linguistic transition from "textbook Chinese" to the "real world." Followed by **Chinese 307/308.**

Prerequisite: **Chinese 205** or permission of the instructor.

Chinese 307c. Advanced Readings in Modern Chinese I. Fall 2004. Songren Cui.

A skills-based course in advanced modern Chinese (Mandarin). Emphasizes the development of reading strategies, particularly in comprehending authentic materials, and also in the ability to produce multiple paragraph discourse with clarity and coherence. May be repeated for credit.

Prerequisite: **Chinese 206** or permission of the instructor.

Chinese 308c. Advanced Readings in Modern Chinese II. Spring 2005. Songren Cui.

A content-based course in advanced modern Chinese (Mandarin). Students acquire linguistic and cultural sophistication through independent reading, formal critique, and group discussion.

Prerequisite: **Chinese 307** or permission of the instructor.

Japanese 101c. Elementary Japanese I. Fall 2004. Natsu Sato and Reiko Yoshida.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102.**

Japanese 102c. Elementary Japanese II. Spring 2005. Natsu Sato and Reiko Yoshida.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. An additional 90 kanji are introduced.

Prerequisite: **Japanese 101** or permission of the instructor.

Japanese 203c. Intermediate Japanese I. Fall 2004. Natsu Sato and Reiko Yoshida.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. An additional 100 kanji are introduced.

Prerequisite: **Japanese 102** or permission of the instructor.

Japanese 204c. Intermediate Japanese II. Spring 2005. Natsu Sato and Reiko Yoshida.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

Japanese 205c. Advanced Japanese I. Fall 2004. Reiko Yoshida.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Advanced Japanese II. Spring 2005. Reiko Yoshida.

A continuation and progression of materials used in **Japanese 205.**

Prerequisite: **Japanese 205** or permission of the instructor.

Japanese 307c,d. Advanced Readings in Modern Japanese I. Fall 2004. Natsu Sato.

Designed to develop mastery of the spoken and written language. Materials from various sources such as literature, newspapers and cultural journals as well as TV programs and films are used. Assigned work includes written compositions and oral presentations.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Advanced Readings in Modern Japanese II. Spring 2005. Natsu Sato.

A continuation of **Japanese 307.** Continued efforts to develop oral and written fluency in informal and formal situations. Reading of contemporary texts of literature, business, and social topics.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee
David S. Page, *Chair*
Bruce D. Kohorn
Brian R. Linton
Barry A. Logan
Anne E. McBride†
Eric S. Peterson
William L. Steinhart
Julie J. Santorella, *Program Coordinator*
Nancy L. Donsbach, *Budget Coordinator*

Joint Appointments with Biology
Professor Bruce D. Kohorn
Assistant Professor Anne E. McBride†
Joint Appointment with Chemistry
Professor David S. Page

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology 105, Biology 224** or **Biology (Chemistry) 231, Biology (Chemistry) 232, 263; Chemistry 109, 225, 226, 251; Mathematics 161, 171; Physics 103, 104.** Students should complete the required biochemistry core courses by the end of their junior year so that they may take upper-level courses and participate in research in the senior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 224, 253, 255, 257, 266, 303, 304, 306, 317, 333, 401–404; Chemistry 210, 240, 252, 254, 270, 330, 360, 401–404; Physics 223, 401–404.** Students may include as electives up to two 400-level courses. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404**.

Beginning in the 2005–2006 academic year, **Biology (Chemistry) 232** will be taught in the fall semester. **Biology (Chemistry) 231** will not be taught after Fall 2004, and will be replaced by **Biology 224**, taught every spring, beginning with the 2004–2005 academic year,

Bowdoin College does not offer a minor in biochemistry.

Biology

Professors
Amy S. Johnson, *Chair*
Carey R. Phillips**
C. Thomas Settlemire*
William L. Steinhart
Nathaniel T. Wheelwright†
Associate Professors
Barry A. Logan
Michael F. Palopoli
Visiting Assistant Professors
Marney C. Pratt
Lindsay L. Whitlow
Assistant Research Professor
Nicole A. Theodosiou

Joint Appointments with Biochemistry
Professor Bruce D. Kohorn
Assistant Professor Anne E. McBride†
Joint Appointment with Environmental Studies
Assistant Professor John Lichter
Joint Appointments with Neuroscience
Professor Patsy S. Dickinson*
Assistant Professor Hadley Wilson Horch

Director of Laboratories
Pamela J. Bryer
Laboratory Instructors
Tina M. Beachy
Nancy J. Curtis
Kate R. Farnham
David A. Guay
Stephen A. Hauptman
Darlene M. Maloney
Nancy H. Olmstead
Jaret S. Reblin
Department Coordinator
Julie J. Santorella
Department Budget Coordinator
Nancy L. Donsbach

Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104, 105,** and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete three other courses within the department, two of which must be at the 250 level or above, and one at the 100 level or above.

Group 1
Genetics and Molecular Biology
Microbiology
Developmental Biology
Cell Biology
Neurobiology

Group 2
Comparative Physiology
Plant Physiology
Developmental Biology
Neurobiology

Group 3
Behavioral Ecology and Population Biology
Biology of Marine Organisms
Evolution
Community and Ecosystem Ecology

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), and **Chemistry 225.** Students are advised to complete **105**, and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104,** eight biology courses must still be completed.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 73, 124, and 198.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

Introductory, Intermediate, and Advanced Courses

[67a. Emerging Diseases.]

79a. Agriculture: Ancient and Modern. Fall 2004. Barry A. Logan.

Though nearly all people presently living on earth depend upon some form of agriculture to feed themselves, farming is a recent innovation when considered in the context of human evolution. The last century witnessed profound changes in agricultural technology and practices. Examines the ecological forces that influenced the establishment and proliferation of agriculture, studies the scientific underpinnings of the "Green Revolution" and contemporary methods of genetic modification. Compares "high-input" conventional farming with organic approaches in terms of productivity and ecological impacts. (Same as **Environmental Studies 79**.)

104a. Introductory Biology. Every semester. Fall 2004. Carey A. Phillips and Amy S. Johnson. Spring 2005. Lindsay L. Whitlow and Hadley Wilson Horch.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, physiology, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

105a. Investigations in Biology. Every semester. Fall 2004. Michael F. Palopoli and John Lichter. Spring 2005. William L. Steinhart and Marney C. Pratt.

A laboratory-centered course that involves students in all aspects of biological investigations, from asking questions and developing hypotheses to analyzing and presenting data. Students develop a deeper understanding of the techniques and methods of science by designing and conducting their own experiments. Because science is conducted in the context of previous research, the course includes an introduction to reading and discussing journal articles/primary literature in biology.

Prerequisite: **Biology 104.**

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2005. Barry A. Logan.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Environmental Studies 121.**)

Prerequisite: **Biology 104.**

158a. Perspectives in Environmental Science. Spring 2005. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 180** and **Environmental Studies 201.**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

202. The Art of Scientific Illustration: Using 3-D Animations in Education. Fall 2004. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of film-making and use of high-end three dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Visual Arts 255.**)

Prerequisite: Permission of the instructor.

210a. Plant Physiology. Every spring. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210.**)

Prerequisite: **Biology 105**.

212a. Genetics and Molecular Biology. Every fall. William L. Steinhart.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 105**.

213a. Neurobiology. Fall 2004. Hadley Wilson Horch.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: **Biology 104** and one of **Biology 105** or **Psychology 251.**

214a. Comparative Physiology. Every spring. Patsy S. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 105**.

215a. Behavioral Ecology and Population Biology. Every fall. Lindsay L. Whitlow.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 105**.

216a. Evolution. Every spring. Michael F. Palopoli.

An examination of the theory of evolution by natural selection, the central theory in the study of biology. The course provides a broad overview of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory through the modern synthesis and present-day controversies over how evolution works; the evidence for evolution; evolutionary insights into processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. Laboratory sessions introduce students to artificial selection experiments, phylogenetic analysis, and other topics in evolutionary biology.

Prerequisite: **Biology 105**.

217a. Developmental Biology. Every fall. Nicole A. Theodosiou.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 105**.

218a. Microbiology. Spring 2006. Anne E. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microoganisms and environmental interactions are also discussed. Laboratory sessions every week.

Prerequisite: **Biology 105**. **Chemistry 225** is recommended but not required.

219a. Biology of Marine Organisms. Every fall. Amy S. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

Prerequisite: **Biology 105**.

224a. Cell and Molecular Biology. Every spring. Bruce D. Kohorn.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week.

Prerequisite: **Biology 105**. **Chemistry 225** is recommended.

225a. Community and Ecosystem Ecology. Every fall. John Lichter.

Community ecology is the study of the dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities across multiple spatial scales. Explores the multitude of interactions among populations of plants, animals, and microbes, and between those populations and the physical and chemical environment. Topics include the creation and function of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecosystem processes, the relative magnitude of top-down versus bottom-up controls in ecosystems, and much more. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Time is also set aside for discussions of current and classic scientific literature. (Same as **Environmental Studies 225.**)

Prerequisite: **Biology 105**.

231a. Biochemistry I. Fall 2004. Bruce D. Kohorn.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on biological processes including transcription, translation, and bioenergetics. Lectures and informally scheduled laboratories, based upon computer models of the chemical basis of biological mechanisms. Previously known as **Biology 261.** (Same as **Chemistry 231**, previously known as **Chemistry 261.**)

Prerequisite: **Chemistry 226.**

232a. Biochemistry II. Spring 2005. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. Previously known as **Biology 262.** (Same as **Chemistry 232**, previously known as **Chemistry 262.**)

Prerequisite: **Chemistry 226.**

252a. Evolution of Marine Invertebrates. Spring 2006. Amy S. Johnson.

Principles of evolution are studied through a phylogenetic, functional, and morphological examination of marine invertebrates. Living representatives of all major marine invertebrate phyla are observed. Information from the fossil record is used to elucidate causes and patterns of evolution. Lectures, three hours of laboratory or field work per week, and an individual research project are required.

Prerequisite: **Biology 105**.

253a. Neurophysiology. Fall 2005. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104,** and one from **Biology 213, 214**, or **Psychology 218** (formerly **Psychology 247**).

254a. Biomechanics. Spring 2007. Amy S. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 105**.

255a. Human Genetics. Every spring. William L. Steinhart.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 212** or permission of the instructor.

257a. Immunology. Fall 2005. Anne E. McBride.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered.

Prerequisite: **Biology 212, 217, 218, 224, 231,** or permission of the instructor.

258a. Ornithology. Spring 2006. Nathaniel T. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** or **225**.

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. William L. Steinhart.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Chemistry 263.**)

Prerequisite: **Biology/Chemistry 231**, previously known as **Biology/Chemistry 261** (may be taken concurrently).

266a. Molecular Neurobiology. Spring 2005. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects. A weekend at the Nerve Net Science Meeting is required.

Prerequisite: **Biology 104**, and one from **Biology 212, 213, 224, 231** (previously known as **Biology 261**), **253**, or **Psychology 218** (formerly **Psychology 247**).

[280a. Plant Responses to the Environment.]

291a–294a. Intermediate Independent Study. The Department.

303a. Virology. Spring 2005. William L. Steinhart.

A study of plant and animal viruses, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212, 218,** or permission of instructor.

304a. Topics in Molecular Biology. Fall 2005. Anne E. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics covered also include: RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: One from **Biology 212, 218, 224, 231** (previously known as **Biology 261**), **232** (previously known as **Biology 262**), or permission of the instructor.

306a. Free Radicals and Antioxidants. Spring 2005. Barry A. Logan.

Ordinary cellular metabolism in aerobic environments results in the production of free radicals, and free radical-mediated cellular damage underlies many human diseases. In response to the danger they pose, organisms evolved elaborate antioxidant systems that detoxify free radicals. The biology of free radicals and antioxidants in organisms ranging from bacteria to plants to humans is discussed, along with the importance of free radicals in disease processes. Time is devoted to discussing the primary literature and occasional laboratory sessions.

Prerequisite: A 200-level (or above) course in biology, or permission of the instructor.

317a. Molecular Evolution. Fall 2004. Michael F. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include: neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Explores the evolution of development and the application of molecular methods to traditional questions in evolutionary biology.

Prerequisite: **Biology 212, 216,** or **217**, or permission of the instructor.

325a. Topics in Neuroscience. Fall 2005. Patsy S. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275,** or **276.**

326a. Developmental Neurobiology. Spring 2007. Hadley Wilson Horch.

Advanced seminar exploring the principles involved in the development of individual neurons, circuits, and systems, with special focus on the relative influence of activity (experience) and molecular (genetic) factors. Based mainly on student presentations of primary literature, content is influenced by student interests. Potential topics include axon pathfinding and the dynamics of growth cones, synapse formation, neurotrophic factors, critical periods, pattern formation, and visual system development. In addition, students design and conduct individual projects investigating aspects of the development of neurons or neuronal systems.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275, 276,** or permission of the instructor.

333a. Advanced Cell and Molecular Biology. Fall 2004. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: **Biology 105**, and one from the following: **Biology 217, 224, 231** (previously known as **Biology 261), 246,** or **263.**

335a. Marine Physiological Ecology. Fall 2004. Marney Pratt.

Explores the physiological interaction of marine organisms with their environment. Physiological mechanisms of adaptation to the marine envrionment are particularly interesting because these habitats can change dramatically on the order of hours (due to tidal cycles), months (due to seasonal cycles), and years (due to climate cycles/change). Thus marine organisms must be able to survive, grow, and reproduce in a wide range of conditions that change over both short and long periods of time. Focuses on the effects of temperature, salinity, oxygen, and dessication stress on local organisms from the rocky shore. Includes lectures on background information, discussion of primary literature, and occasional labs associated with independent research projects.

Prerequisite: A 200-level (or higher) course in biology or permission of the instructor. **Comparative Physiology (Biology 214)** is recommended.

401a–404a. Advanced Independent Study and Honors. The Department.

Chemistry

Professors
Ronald L. Christensen*
Jeffrey K. Nagle, *Chair*
Joint Appointment with Biochemistry
Professor David S. Page
Visiting Scholar
Robert de Levie
Associate Professors
Richard D. Broene†
Elizabeth A. Stemmler**

Joint Appointment with Environmental Studies
Associate Professor Dharni Vasudevan
Visiting Associate Professor
Danton D. Nygaard
Assistant Professors
Brian R. Linton
Eric S. Peterson
Visiting Assistant Professor
Paul W. Baures

Director of Laboratories
Judith C. Foster
Laboratory Support Manager
Rene L. Bernier
Laboratory Instructors
Beverly G. DeCoster
Colleen T. McKenna
Paulette M. Messier
Department Coordinator
Pamalee J. Labbe

Requirements for the Major in Chemistry

The required courses are **Chemistry 109, 119,** or **159; 210, 225, 226, 240, 251, 252, 254;** and any two upper-level electives: **Chemistry 232** (previously known as **262**) and courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109. Chemistry 101/109** is an introductory course sequence for students wishing to have a full year of general chemistry at the college level. First-year students must take the chemistry placement exam to ensure proper placement in **101, 109,** or above. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104,** and **Mathematics 161** and **171.**

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student, so a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 290, 400,** or summer research).

The department also offers an American Chemical Society certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry (**Chemistry 231** [previously known as **261**], **310** and **340**) and additional courses in mathematics. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (291–294) or advanced (401–404) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, environmental studies, and geology and chemistry. See pages 72, 124, 178, and 180.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100-level. Biochemistry majors may not minor in chemistry.

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

25a. Principles of Drug Action. Fall 2004. Paul W. Baures.

Introductory, Intermediate, and Advanced Courses

101a. Introductory Chemistry. Every fall. David S. Page.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week.

First-year students must take the chemistry placement examination during orientation.

109a. General Chemistry. Every fall and spring. The Department.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: One year of high school chemistry with laboratory or **Chemistry 101**.

First-year students must take the chemistry placement examination during orientation.

180a. Perspectives in Environmental Science. Spring 2005. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Environmental Studies 201.**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

210a. Chemical Analysis. Fall 2004. Elizabeth A. Stemmler.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

225a. Organic Chemistry I. Fall 2004. Brian R. Linton and Paul W. Baures.

Introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

226a. Organic Chemistry II. Spring 2005. Brian R. Linton and Paul W. Baures.

Continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225.**

231a. Biochemistry I. Fall 2004. Bruce D. Kohorn.

Proteins and enzymes. An introduction to the chemistry and biology of small biological molecules, macromolecules, and membranes. Emphasis on biological processes including transcription, translation, and bioenergetics. Lectures and informally scheduled laboratories, based upon computer models of the chemical basis of biological mechanisms. Previously known as **Chemistry 261.** (Same as **Biology 231**, previously known as **Biology 261.**)

Prerequisite: **Chemistry 226.**

232a. Biochemistry II. Spring 2005. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. Previously known as **Chemistry 262.** (Same as **Biology 232**, previously known as **Biology 262.**)

Prerequisite: **Chemistry 226).**

240a. Inorganic Chemistry. Spring 2005. Jeffrey K. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

251a. Physical Chemistry I. Every fall. Eric S. Peterson.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical reaction kinetics are related to molecular properties by means of the kinetic theory of gases, the laws of thermodynamics and transition state theory.

Prerequisite: **Chemistry 109, 119,** or **159; Physics 104;** and **Mathematics 171,** or permission of the instructor. **Mathematics 181** is recommended.

252a. Physical Chemistry II. Every spring. Ronald L. Christensen.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 109, 119,** or **159; Physics 104;** and **Mathematics 171,** or permission of the instructor. **Mathematics 181** is recommended.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252.**

254a. Physical Chemistry Laboratory. Every spring. Eric S. Peterson.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern methods, such as vibrational and electronic spectroscopy, calorimetry, and time-resolved kinetics measurements, are used to verify and explore fundamental concepts in physical chemistry. In addition, instrumental topics are discussed. These include computer-based data acquisition, nuclear magnetic resonance, and the use of pulsed and continuous wave lasers. Emphasis is placed on understanding concepts, on a modular approach to experimental design, and on the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 252** (generally taken concurrently) or permission of the instructor.

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. William L. Steinhart.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Biology 263.**)

Prerequisite: **Biology/Chemistry 231**, previously known as **Biology/Chemistry 261** (may be taken concurrently).

310a. Instrumental Analysis. Spring 2005. Danton Nygaard.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisite: **Chemistry 210** or permission of the instructor.

[320a. Advanced Organic Chemistry: Organometallic Chemistry.]

330a. Biochemical Toxicology. Spring 2005. David S. Page.

Provides an explanation of dose-response relationships, disposition and metabolism of toxic substances, and toxic responses of organisms to foreign compounds. Examples illustrating mechanisms of toxicity will be discussed. Concepts and mechanisms from organic chemistry and biochemistry are applied to understanding the biochemical effects of toxic substances. Case studies will include a discussion of the mechanisms of the acute toxicity of pesticides and the possible relationships between environmental exposures to pesticides and human health.

Prerequisite: **Chemistry 226** and **251. Chemistry 232** (previously known as **Chemistry 262)** is strongly recommended.

340a. Advanced Inorganic Chemistry. Fall 2004. Jeffrey K. Nagle.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are included.

Prerequisites: **Chemistry 240** or permission of the instructor. **Chemistry 252** is recommended.

360a. Molecular Medicine. Fall 2004. Brian R. Linton.

Exploration of the molecular and cellular mechanisms of disease, with concurrent emphasis on the development of medicinal treatments. Specific topics may include metabolic disorders and treatment, activity of antibiotics, bacteriological resistance, HIV infection and antiviral treatment, cancer occurrence and treatment, and the pharmacology of brain activity. A significant portion of the covered material is derived from the primary literature. All medical conditions are framed in the context of pharmaceutical design and evaluation.

Prerequisite: **Chemistry 226** and **231** (previously known as **Chemistry 261**), or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member.

401a–404a. Advanced Independent Study and Honors. The Department.

Advanced version of **Chemistry 291–294** for students in their senior year. Students are expected to demonstrate a higher level of ownership of their research problem. This course may be used to meet the requirements for departmental honors for qualified students.

Classics

Professor
Barbara Weiden Boyd, *Chair*
Associate Professor
James Higginbotham†
Assistant Professors
Jennifer Clarke Kosak
Irene Polinskaya*

Visiting Assistant Professor
Maria Swetnam-Burland
Visiting Instructor
Elizabeth de Grummond
Department Coordinator
Tammis L. Lareau

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from varied perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102.** Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar is required.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101, 102,** and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar is required.

Classical Studies

The Classical Studies major provides a useful foundation for students who seek a multi-disciplinary view of the ancient. The major enfolds coursework in an ancient language (Greek or Latin) with classes that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two classes should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include: **Classics 101, 102, 211,** and **212**; at least one course in Classical Archaeology; at least one and not more than two classes outside the department of Classics and chosen from the following: **Anthropology 102, 221, 228,** or **230; Art History 213; Government 109** or **240; Philosophy 111, 331,** or **335, Religion 106, 210, 215, 216; English/Theater 106;** at least two advanced courses in the department at the 300 level, one of which must be a designated Research Seminar.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 177.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206;**
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102,** one archaeology course at the 300 level, and two other archaeology courses;

5. *Classical Studies* (Greek or Roman): Six courses, including:

a. —*for the Greek studies concentration:*

two courses in the Greek language;

Archaeology 101;

one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101, 102,** or **211;** or **Philosophy 111;** or **Government 240;**

and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335; Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. —*for the Roman studies concentration:*

two courses in the Latin language;

Archaeology 102;

one of the following: **Classics 16** (or any other appropriate first-year seminar), **Classics 101, 102,** or **212;** or **Philosophy 111;** or **Government 240;**

and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 44). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2005. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209.**)

102c. Introduction to Roman Archaeology. Fall 2004. Molly Swetnam-Burland.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210.**)

[201c. Archaeology of the Hellenistic World.]

202c. Augustan Rome. Fall 2005. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome's first princeps, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Classics 202**.)

[204c. Pagans and Christians: Art and Society in Late Antiquity.]

205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean. Spring 2006. James Higginbotham.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and quarrying; how architecture and hydraulic engineering facilitated the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Environmental Studies 205**.)

Prerequisite: One of the following: **Archaeology 101** or **102**, **Environmental Studies 101**, **Biology 104, Geology 100** or **101**, or permission of the instructor.

[233c. Egypt and the Roman World.]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 2004–2005 is:

[302c. Ancient Numismatics.]

304c. Pompeii and the Cities of Vesuvius. Fall 2004. Molly Swetman-Burland.

The archaeological record of Pompeii and the neighboring towns of the Bay of Naples is unique in the range and completeness of its testimony about domestic, economic, religious, social, and political life in the first century A.D. Examines archaeological, literary, and documentary material ranging from architecture and sculpture to wall painting, graffiti, and the floral remains of ancient gardens, but focuses on interpreting the archaeological record for insight into the everyday life of the Romans. Archaeological materials are introduced through illustrated presentations and supplementary texts.

Prerequisite: **Archaeology 101** or **102**, or permission of the instructor.

[305c. Etruscan Art and Archaeology.]

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

[16c. Cultural Connections in the Ancient Mediterranean.]

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c. Classical Mythology. Spring 2006. Barbara Weiden Boyd.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses*.

102c. Introduction to Ancient Greek Culture. Spring 2005. The Department.

Introduces students to the study of the literature and culture of ancient Greece. Examines different Greek responses to issues such as religion and the role of gods in human existence, heroism, the natural world, the individual and society, and competition; considers forms of Greek rationalism, the flourishing of various literary and artistic media, Greek experimentation with different political systems, and concepts of Hellenism and barbarism. Investigates not only what we do and do not know about ancient Greece, but also the types of evidence and methodologies with which we construct this knowledge. Evidence is drawn primarily from the works of authors such as Homer, Sappho, Herodotus, Aeschylus, Sophocles, Euripides, Thucydides, Aristophanes, Plato, and Hippocrates, but attention is also given to documentary and artistic sources. All readings are done in translation.

202c. Augustan Rome. Fall 2005. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome's first princeps, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Archaeology 202**.)

[204c. Pagans and Christians: Art and Society in Late Antiquity.]

211c. History of Ancient Greece: Bronze Age to the Death of Alexander. Spring 2006. The Department.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.) to the death of Alexander the Great in 323 B.C. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **History 201**.)

212c. Ancient Rome. Spring 2005. Irene Polinskaya.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as **History 202.**)

214c. Sport in Ancient Greece and Rome. Fall 2004. Elizabeth de Grummond.

Examines the role of sport and athletics in Greek and Roman society. Surveys the various athletic contests and activities that were practiced in antiquity, including the Olympic Games and gladiatorial combat. Considers the ways in which sport and public entertainment are a reflection of larger social trends. Historical and archaeological evidence for ancient athletics are presented, with an emphasis on learning to read critically and interpret ancient texts.

[233c. Egypt and the Roman World.]

GREEK

101c. Elementary Greek. Every other fall. Fall 2004. Jennifer Clarke Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek. Every other spring. Jennifer Clarke Kosak.

A continuation of **Greek 101;** introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

103c. Intensive Elementary Greek. Every other spring. Spring 2005. Jennifer Clarke Kosak.

Introduces students to the basic grammar and syntax of ancient Greek and includes readings of prose authors such as Plato and Xenophon. Students who successfully complete this course will be prepared to take Greek at the intermediate level.

203c. Intermediate Greek for Reading. Every fall. Jennifer Clarke Kosak.

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c. Homer. Every spring. The Department.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Artistophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level courses scheduled for 2004–2005 include:

305c. Tragedy. Fall 2004. Jennifer Clarke Kosak.

[306c. Plato and Aristotle.]

LATIN

101c. Elementary Latin. Every fall. Barbara Weiden Boyd.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Molly Swetnam-Burland.

A continuation of **Latin 101.** During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. Elizabeth de Grummond.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c. Studies in Latin Literature. Every spring. The Department.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History*, or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required.

Latin 205 and **206** are offered in alternate years.

205c. Latin Poetry. Every other year. Fall 2005. Barbara Weiden Boyd.

An introduction to the appreciation and analysis of works by the major Latin poets. Readings include selections from poets such as Catullus, Lucretius, Horace, Virgil, and/or Ovid. Equivalent of **Latin 204** or four years (or more) of high school Latin is required.

206c. Latin Prose. Every other year. Fall 2004. Barbara Weiden Boyd.

An introduction to the content, genres, and style of the greatest writers of Latin prose (including speeches, rhetorical and philosophical works, and historical texts). Authors to be read may include Cicero, Sallust, Livy, Tacitus, or Suetonius; in fall 2004, the focus is on Livy's *History Book 21 (Hannibal and the second Punic War)*. Readings from Livy are complemented by an introduction to Latin prose composition, including weekly Latin writing assignments.

Prerequisite: Equivalent of **Latin 204** or four years (or more) of high school Latin.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 2004–2005 include:

301c. The Historians. Fall 2004. Barbara Weiden Boyd.

[304c. Cicero and Roman Oratory.]

Independent Study in Greek, Latin, Archaeology, and Classics

291c–294c. Intermediate Independent Study. The Department.

391c–392c. Special Topics in Latin. The Department.

392c. Ovid's Roman Calendar: The *Fasti*. Spring 2005. Barbara Weiden Boyd.

401c–404c. Advanced Independent Study and Honors. The Department.

Colby-Bates-Bowdoin Off-Campus Study Programs

Colby, Bates, and Bowdoin Colleges (CBB) collaborate in running study abroad centers in London, England, and Cape Town, South Africa. Each center runs up to three programs per semester, encompassing a wide variety of courses; a different set of programs is offered each year. CBB faculty members direct and teach in the programs. Courses are designed to make full use of the instructional and cultural resources of the region, through such methods as instruction by local scholars, homestays, community service, and internships. Students take two or three courses in a specific program, and one or two electives in areas of more general interest. The programs are centrally administered at Bowdoin by the CBB off-campus study program administrator.

CBB LONDON

PSYCHOLOGY

Jack the Ripper: Using Psychology to Investigate Crimes. Fall 2004. Amy Bradfield, Bates College.

Students learn about police investigations and the role of evidence in determining the outcome of cases as they trace the history of London's well-known serial killer, Jack the Ripper, and other famous London criminals. Classes include site visits and original police material relevant to the case. Basic research methodology in psychology is studied as a means of evaluating evidence, and comparisons are made between the standards for acceptable evidence and standards for acceptable research. Questions include: How accurate are eyewitness reports? How is biological material collected at the scene of a crime? What constitutes reliable evidence? How can research methodology inform procedures for collecting evidence and pursuing criminal cases?

Psychological Reserch in British and American Systems of Justice. Fall 2004. Amy Bradfield, Bates College.

American psychologists' applications of psychological research to the American judicial system have sometimes culminated in attempts to change the system, though such attempts rarely result in systemic change. *Amicus curiae* briefs outlining psychological research have been presented to U.S. courts, as in Lockhart *v.* McCree (1988), a U.S. Supreme Court case arguing that the method of selecting jurors for capital cases is biased against the defendants. U.S. Supreme Court decisions frequently diverge from what would be recommended on the basis of empirical research. Investigates whether similar disparities exist between the state of empirical research and the administration of justice in Britain. Explores and compares how the British system of justice addresses calls for change, and how and whether psychologists might promote change based on sound empirical research. Classes include visits to public court proceedings (e.g., Acton Magistrates' Court) and virtual visits to the British system of justice.

GOVERNMENT

Individual Rights in the U.S. and the U.K. Fall 2004. Joseph Reisert, Colby College.

Individual rights protections in the U.S. are enshrined in the written Constitution and enforced by the Supreme Court, which is empowered to invalidate even acts of Congress. In the United Kingdom, by contrast, judges historically lacked the authority to invalidate acts of Parliament. Even today, the Human Rights Act, which makes the European Convention on Human Rights enforceable in British courts, still leaves room for Parliament to violate the Convention when it deems necessary. Examines issues including freedom of speech, the rights of subversives and terrorists, and gay rights and abortion in order to examine the practical consequences of the different institutional arrangements adopted by the two countries. Are Americans more or less free than the British? How effective is judicial protection of our rights? If other factors matter more, what are they? Also looks at changes over time in the protection afforded to certain rights, both in the U.S. and in the U.K., and at the mechanisms by which those changes occurred, contrasting, for example, the "rights revolution" in the jurisprudence of the U.S. Supreme Court with various political controversies in the U.K. over constitutional change.

Shakespeare's Politics. Fall 2004. Joseph Reisert, Colby College.

Many of Shakespeare's plays, including a number of his greatest, are explicitly about politics. His characters are kings, queens, bishops, tyrants, generals and nobles, and their deeds and their fates are intimately tied to the fates of the polities of which they are a part. By attending carefully to the speeches, actions, and motives of Shakespeare's characters, we can learn much about political life. Examines a number of Shakespeare's plays for their political teachings, with studies of ambition and tyranny in *Macbeth,* views on republicanism and empire in *Coriolanus* and *Julius Caesar,* and ideas on the relationship between philosophy and kingship in *King Lear* and *The Tempest.* Also studies Shakespeare's theory of political legitimacy and his conception of wise political rule in some of the English history plays. Materials studied include some of the sources on which Shakespeare drew for inspiration and excerpts from some of the philosophical works to which his themes relate.

BIOMEDICAL SCIENCE

Drugs and Society. Fall 2004. Alun Morinan, University of East London.

Provides an understanding of the effects of medicinal and recreational drugs on the individual and society. Covers the principles of how drugs may be used to diagnose, prevent and treat disease, the drug discovery process from the identification of a lead compound to the launch of a commercial product, and the recreational use of drugs by individuals and groups in society. Critically evaluates the response of the media, government, and NGOs.

Medical Biotechnology I. Fall 2004. University of East London faculty member.

Provides in-depth treatment of selected topics in medical molecular biology and biotechnology, particularly concentrating on the basic techniques and concepts associated with the rapidly advancing field of genetic and protein engineering. Main topics of study are: recombinant DNA technology (comprehensive review of DNA cloning, gene libraries, PCR recombinant gene expression. genomics); the molecular analysis of disease, functional and positional cloning, types of genetic and physical maps used to locate disease genes, identification and molecular biology of disease genes such as cystic fibrosis and haemophilia, and testing genes responsible for common genetic diseases; nuclear and organelle genomes, chromosome structure, genome maps, genome database searching, and the human genome project; cell communication and adhesion, immunoglobulins, integrins, and immune cell-surface molecules; and glycoproteins, fibrous proteins, and cytoskeletal proteins.

Introductory Pharmacology. Fall 2004. University of East London faculty member.

Aims to provide an understanding of the mechanisms by which drugs modify cellular processes, and how physiological factors can influence drug action. Covers the concepts of drug receptors; pharmacodynamics; types of receptors, criteria, evidence, and diversity of neurotransmittors found in the central and peripheral nervous systems; introduction to autacoids; and pharmacokinetics.

Physiological Function and Dysfunction. Fall 2004. University of East London faculty member.

Builds on the knowledge of physiological systems introduced in Level 1 Human Physiology, with new information on normal anatomical and histological structure, and the recognition and etiology of selected disorders. Covers blood; the cardiovascular, respiratory, digestive, urinary, and endocrine systems; reproduction; and laboratory/IT skills. Students will learn to communicate the processes of normal structure and physiological function, with examples of dysfunction; use laboratory procedures to identify normal and dysfunctional results, and record and analyze data; and use sources to research normal functioning and the etiology of selected diseases.

Infectious Disease Process. Fall 2004. University of East London faculty member.

Aims to extend students' knowledge and understanding of the interactions between pathogens and their hosts. Covers bacterial pathogenesis — pathogenesis mechanisms, evasion of host response, gene expression, and mycobacterial pathogenesis; virology — virus pathogenesis, and epidemiology, diagnosis, and pathogenesis of a range of human viruses including HIV and AIDS; and protozoology — life cycles, pathogenesis, diagnosis, problems of control, with an emphasis on malaria.

Toxicology. Fall 2004. University of East London faculty member.

Covers biological and biological factors that influence toxicity, toxicity testing, reproductive and behavioral toxicology, and social and economic aspects of toxicology. Students will learn the biological and chemical factors that influence toxicity in animals and humans, appreciate and discuss the legislative framework for risk assessment in toxicology, analyze qualitative and quantitative toxicological data, and record and interpret experimental data.

HISTORY

The Price of Progress: England and the Evolution of Modern Industrial Society in Europe, 1800-1918. Spring 2005. Page Herrlinger, Bowdoin College.

Examines the European experience of the "long 19th century," in which the technological innovations of the Industrial Revolution brought about dramatic transformations in virtually every sphere of life, resulting in the birth of modern mass society. Europeans were both fascinated with the possibilities promised by industrial progress and frustrated by the many new problems and issues that it raised. The ultimate challenge came with the experience of the First World War, which demonstrated not only the awesome powers brought to mankind through modern technology, but also the equally awesome responsibilities that came along with it. In-class study of primary written sources (including novels, diaries, art, photographs and film) are supplemented with field trips to sites in England's rich network of museums of nineteenth-century life that document some of the more important aspects of the industrial narrative, including the rise of the factory, the evolution of the railroad, the growth of modern cities, and new challenges in public health and welfare.

From Enlightenment to Revolution: England and France in the Eighteenth Century. Spring 2005. Paul Friedland, Bowdoin College.

Studies the eighteenth century, in which England and France were at the center of a cultural revolution in which new, "enlightened" ideas about politics, society, race, and religion were discussed and debated throughout Europe. Begins with classic texts of the English and French Enlightenment (such as Locke, Hume, Gibbon, Montesquieu, Voltaire, and Diderot) and follows the drastically different experiences of the British and French over the course of the century, in which the British gradually incorporated new values and ideas into their social fabric while French society seemed stagnant and incapable of change. In 1789, with the violent political upheaval of the French Revolution, new ideas and practices were implemented almost overnight. Explores Revolutionary France through primary documents from the period as well as British reactions to the French Revolution seen through newspaper accounts, caricatures, and political pamphlets. Looks at the process by which England and France, which had shared so many values in common, had become intractable enemies by the end of the century.

ENGLISH

Contemporary Expatriate Poets and Poets of Region. Spring 2005. Ira Sadoff, Colby College.

Explores the importance of place and nation in shaping our views of who we are, what we see, what constitutes community. Studies mostly contemporary British and American poets who have moved away from their birthplace and native land, and looks at if and how their concerns differ from those who remain connected to their culture of origin. Poets will include Sylvia Plath, Ted Hughes, Douglas Dunn, Michael Hoffman, Eavan Boland, Derek Walcott, Charles Simic, and Paul Muldoon.

Modern and Contemporary British and Irish Poetry. Spring 2005. Ira Sadoff, Colby College.

The cultural anxiety and alienation that followed World War II and the end of Empire fractured the "great tradition" of British poetry. Poets like Dylan Thomas and Philip Larkin rejected the transcendent symbolism of Yeats and the ornate, romantic and "regressive" work of the pre-Raphaelites. Spurred on by parallel movements in prose and painting, "The Movement" favored instead irony, wit, and skepticism, treating the world as an alien place that had to be discovered anew. The revolutions of the Sixties and Seventies countered with a more activist poetry and drew from Marxism and feminism.

Contemporary Irish poetry is informed by a long history of British occupation and shattering class and religious divisions. More closely allied to the oral tradition, poets like Heaney, McGuckian, and Carson extend the argument with Empire with rage, sensuality, and music. Most recently the anti-colonial West Indian-British movement, made up in part of recent immigrant populations, is developing a poetry that is part performance poetry, part rap. The result is a dramatic, immediate and often political hybrid poetry. Provides an opportunity to hear some of the best new poets in England read from their work and visit some contemporary British Museums to see how British painting mirrors and diverges from the poetry under study.

PERFORMING ARTS

Physical Theater and Performance. Spring 2005. Caroline English, London adjunct faculty member.

Explores contemporary modes of physical theater and performance in British and European theater. Working together in an ensemble, students will learn a basic physical theater vocabulary. Emphasis is on developing new skills, exploring the group imagination, and applying the techniques to a wide range of large-scale play texts, including Greek tragedy, Shakespeare, Restoration comedy, and the work of modern European playwrights. Theater games will engage the students physically and mentally and encourage the development of physical and vocal confidence. For students with less acting experience; taught by a professional actress, director, and acting coach.

Professional Skills Acting Workshop. Spring 2005. Anna Sullivan, London adjunct faculty member.

For actors and directors developing the professional skills used in theater, film, and television. Sight-reading, monologue work, scene study, interview technique, and creating a resume are explored in the first half of the semester, using a wide range of texts and styles from Shakespeare to Harold Pinter. During the second half of the term, the class chooses a project for performance. Past work has included one-act plays, devised workshop performances, and Jacobean play texts. A final performance is given for the CBB faculty and students. Designed for students with greater acting experience.

Voice and Movement. Spring 2005. Anna Rabinowitz.

Students are taught by a professional voice and movement coach. Course meets four times a week; taught by a professional director and choreographer of acting, movement, and dance from the Royal Academy of Music.

Contemporary British Theater. Spring 2005. Robert Gordon.

A study of the relationship of dramatic text to theatrical performance in the contemporary London theater. A variety of types of theater are explored. Students attend twelve productions. Assignments include exams, quizzes, and analytical papers.

NON-PROGRAM COURSES

Text and Performance. Fall 2004 and Spring 2005. Anna Sullivan and Caroline English.

Focuses on the wide range of plays and production styles in London's West End and fringe venues. Explores an exciting diversity in performance styles, keeping abreast of the latest trends and innovations in performance, design, writing and music. Students will see approximately twelve plays (including one musical), ranging from Shakespeare and Greek tragedy to works by the latest modern British playwrights. Seminars concentrate on an analysis of the productions and supporting play-text work, with background classes on theater history; the organization, economics, and social political aspects of modern British theater; criticism and review writing; and any other topics specifically relevant to the choice of plays. Field trips include a backstage tour of the National Theatre and a visit to Shakespeare's reconstructed Globe Theatre Museum.

Introduction to Acting and Communication Skills. Fall 2004. Anna Sullivan and Caroline English.

Explores the theory and practice of public speaking, including styles of public speaking and related texts, ranging from Queen Elizabeth I to Bill Clinton. Includes visits to the Houses of Parliament and Speakers' Corner. Addresses the problem of anxiety in speaking publicly and builds self confidence through techniques based on the work of leading modern British practitioners. As an integral part of the course, students are filmed making short presentations and are given critical feedback through video playback. Consists of two sessions a week divided between theory and practice.

Roman Britain, Continuity and Change. Fall 2004. John Casey.

Examines the impact of the Roman Conquest on Britain in the first through fifth centuries in the light of modern studies of cultural and technological interaction. Emphasis is placed on the archaeological evidence for cultural change, adaptation, and resistance through detailed studies of key monuments and excavations. Examines material cultural evidence such as coins, pottery, glass and other artifacts. Looks at contemporary historical narratives and contrasts them with less formal written evidence such as inscriptions and graffiti. Site and museum visits will be an essential element of the course. Past field trips have included Hadrian's Wall, Fishbourne Villa, the Roman Baths at Bath, and the British and London Museums. No knowledge of Latin is needed; sources will be studied in translation.

Stonehenge to the Anglo-Saxons. Fall 2004 and Spring 2005. John Casey.

An introduction to the archaeology of Britain from the introduction of agriculture to the end of the Saxon kingdom (c. 4500 B.C.–1066 A.D.). Considers the archaeological evidence for the establishment of complex societies in Britain in the Neolithic, Bronze, and Iron Ages. Site visits and recent scientific methods of examining the past will be a core component. Second half of the course studies the impact of Rome on Britain and the effects of its decay and replacement by Saxon settlers. Examines the continuity of communities over millennia as a framework for modern Britain. Field trips to such sites as Stonehenge, Avebury, Bath, Canterbury, York, St. Albans, and appropriate museums supplement the lectures.

The Economic Integration of the European Union. Fall 2004 and Spring 2005. Andreas Staab.

A comprehensive examination of the processes of European economic integration, offering a critical analysis of EU policies in their broader political-economic context. Focuses on the external dimension of Europe in the global economy and is divided into four parts: a historical overview of the main economic events and currents; a brief introduction to the key institutions and processes; analysis of the main economic policies which continue to shape the integration processes of the EU, including the Single Market, Economic and Monetary Union, or the Common Agricultural Policy; and, in conclusion, a look at the EU and its impact on global economics, ranging from the WTO to EU enlargement and the Third World.

Contemporary British Politics. Fall 2004 and Spring 2005. Martin Lodge.

A comparative politics course examining the British system of government and the most important issues and developments in British politics since 1945. Topics include parliamentary government, the evolving party system, electoral behavior, the rise and fall of the welfare state, Thatcher's economic revolution, race relations, the break-up of the Empire, NATO, the European Union, Welsh and Scottish devolution, and Northern Ireland.

Literary London, Mapping the City. Fall 2004 and Spring 2005. Susie Thomas.

Examines different literary "mappings" of London by British writers from the nineteenth century to the present through reading and discussion of texts written in a variety of genres (including novels, short stories, and poetry) and with diverse themes to appeal to students with different interests. Centers on field trips to relevant sites (these may include Greenwich, the British Library manuscript gallery, a reading by contemporary authors) to give richer and more precise contexts for the set of texts. Course is accessible to those without a background in literary studies. Evaluation is based on a term paper, a written response to one of the field trips, and full participation in all class activities.

British Art and Architecture. Fall 2004 and Spring 2005. Richard Plant.

Focuses on art, architecture and the British art world between 1700 and 1900. Works by painters such as Hogarth, Wilson, Wright of Derby, Constable, and Turner, the portraitists, and the Pre-Raphaelite Brotherhood will be visited at London museums. Walks around London to view particular architectural monuments supplement the lectures on British architecture. Most course lectures will take place outside the classroom.

CAPE TOWN

ENGLISH

South African Narratives: History and Memory since 1970. Elizabeth Muther, Bowdoin College.

Explores South African "autobiographical acts," the production since the 1970s of narratives of individual and collective memory reflecting both the anti-apartheid struggle and the revisionary work of political transition. Narratives include prison writings, activist journalism, confession, and testimony, as well as memoirs and self-reflexive fiction. Considers the relationship between the "real" in personal disclosure and the "real" politics of fictional works of resistance and explores the concept of "self-in-community" in personal reflections and works of fiction based in what one activist has called "validated mass experience." As background for studying texts produced in secret and banned at the time of their publication, as well as questions of depersonalization, vulnerability, and trust within the brutalizing mechanisms of punishment established under apartheid, students visit the former political prison on Robben Island and complete a primary research project at the UWC-Robben Island Mayibuye Archives in Cape Town. The class will also examine autobiographical and fictional texts of displacement and political activism written in the context of Black consciousness.

Finally, students study a cluster of personal and political narratives published since the democratic elections of 1994, as well as the nation-building significance of the production of narratives in a public forum. Included is testimony produced for South Africa's Truth and Reconciliation Commission, which was established to bear witness to the victims of human rights violations under apartheid and to facilitate the granting of amnesty to those on both sides who confessed to abuses "associated with political objectives."

Cultural Studies in South Africa. Fall 2004. Elizabeth Muther, Bowdoin College.

An introduction to cultural studies and a "study away" practicum, incorporating a journal and community interviews, that will allow students to develop a critical eye and theoretical models for understanding their own experiences as foreigners and travelers in South Africa at this historical moment. Collaboratively and individually, students will conceive of and execute a set of cultural research projects that will require them to step out into the community and learn by interacting with people from different sectors of South African society, engaging the work of contemporary South African cultural theorists as well as a broader spectrum of international theorists whose work has been especially influential in South Africa, including Stuart Hall, James Clifford, Diana Fuss, Kobena Mercer, Paul Gilroy, and Rob Nixon.

A cultural studies topic of special interest will be the urban topography of Cape Town and the efforts of city planners since the 1990s to identify and preserve vernacular African architectural styles and to protect African "sacred spaces" within the city. Students explore and observe historical sites of memory within the boundaries of the city, even as they consider the structural character of the "fortress city," the Europeanized first-world spaces of heavy capital investment, and the racialized grids that still map apartheid's socio-economic legacy. Documentary and feature films are studied, as well as performance art, popular fiction, posters, festivals, musical events, magazines, radio talk shows, television features, art collections, museum installations, sports events and other popular cultural venues and institutions for critical investigation and study.

South African Literature. Spring 2005. Michael Burke, Colby College.

The literature of South Africa is complicated by the history of apartheid, as is African-American literature by the legacy of slavery. However, apartheid itself is not the only influence on the literary imagination in South Africa: obsessions with race, with the Boer War, the Great Trek, with the landscape of the country itself, along with agonies over how to respond to apartheid and its legacy, surface with regularity. Notes the consequences of slavery for African-American writers, before turning to South African writers from both pre and post-apartheid eras, including Nadine Gordimer, J. M. Coetzee, Bessie Head, and Sol Plaatje, among others. Some issues to be considered are the degree to which the history of South Africa has been converted into literary texts, as well as the degree to which the literary imagination is limited by this history. Special attention is paid to the "environmental imagination" of South African writing. Scholars and writers from Cape Town will be guest lecturers.

Creative Nonfiction: Writing About Place. Spring 2005. Michael Burke, Colby College.

A nonfiction writing course using the unusual circumstances of Cape Town as the basis for writings about place. Students will be given models of nonfiction ways to respond to place: through the personal and reflective essay, memoir, environmental nonfiction, adventure narratives, perhaps even feature writing (writing for publication). The first several classes are devoted to defining each form, then students are asked to select a mode to work in, and thereafter meet with Mr. Burke in tutorial sessions to review drafts. The class meets as a whole several times during the latter part of the semester to hold workshops about parts of each student's writings. South African writers and scholars are invited to speak.

GEOLOGY

Sedimentology and Stratigraphy. Spring 2005. Robert Gastaldo, Colby College.

Lectures will focus on the processes of sedimentation, methods of sedimentary analysis, interpretations of depositional environments, classification and description of sedimentary rocks, culminating in applications of sequence stratigraphy and basin analysis. Outcrops of exposed Gondwana rocks in and around Cape Town will be the basis for field-based laboratories in which lecture concepts and methodologies will be applied. Sections to be examined during laboratory include the Late Proterozoic Sea Point Formation, the Late Ordovician Table Mountain Group (within Cape Town and at Cape of Good Hope Nature Reserve), the Devonian Bokkeveld Group, Cretaceous False Bay Dolerite Swarm, and the Tertiary Sandveld Group at West Coast National Park.

Field Project in the Karoo Basin. Spring 2005. Robert Gastaldo, Colby College.

An eight-day field trip scheduled over autumn break (April) will focus on Permian and Early Triassic rocks in the Karoo Basin's glacial tillites (Dwyka and Ecca Groups), intracontinental river and lake deposits (Lower Beaufort Group), and alluvial fan and braidplain sequences (Upper Beaufort Group). Students will engage in group and/or individual projects applying the methodologies and techniques learned in Course 1 to selected outcrops. A weekly, evening seminar will be required to discuss pertinent literature prior to the field excursion.

Computer Science

Professor
Allen B. Tucker**
Associate Professor
Eric L. Chown, *Chair*
Assistant Professors
Stephen M. Majercik
Laura I. Toma

Department Coordinator
Suzanne M. Theberge

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two additional courses (**Mathematics 161** or the equivalent and one of **Mathematics 165** or higher, **Economics 257, Psychology 252, Philosophy 223,** or **Physics 229**), for a total of eleven courses. The computer science portion of the major consists of two introductory courses (**Computer Science 189** and one of **Computer Science 103, 105,** or **107**), four intermediate "core" courses (**Computer Science 210, 231, 250,** and **289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual interests, **Computer Science 291–294** or **401–404** (Independent Study) may be used to fulfill one of these elective requirements.

Requirements for the Minor in Computer Science

The minor consists of five courses: a 100-level computer science course, **Computer Science 210,** and any three additional computer science courses.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 178.

Introductory Courses

[103a. Introduction to Scientific Computing.]

[105a. Introduction to Computing and the Web.]

107a. Introduction to Computer Science. Every semester. The Department.

Provides a broad overview of computer science. Students learn about the basic areas of the discipline—algorithms (the foundation of computer science), what goes on inside a computer, how to design an algorithm and write a program to solve a problem on the computer, how your program is translated to a form the computer can "understand," some theory (can a computer solve anything?), and some applications. Weekly labs provide experiments with concepts presented in class. Programming is done in C++.

189a. Foundations of Computing. Fall 2004. Allen Tucker.

Introduces the foundations of logic and proof and their applications in computer science. Emphasis is placed on the functional programming paradigm. Topics include propositional and predicate logic, sets, relations, lists, trees, structural induction, and recursion in algorithms and data structures. Applications include digital logic design, program correctness, data compression, and databases.

Intermediate and Advanced Courses

210a. Data Structures. Every semester. The Department.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 103, 105, 107,** or permission of the instructor.

[220a. Computer Organization.]

231a. Algorithms. Every fall. Laura Toma.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include divide and conquer algorithms, greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Mathematics 231.**)

Prerequisites: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200,** or permission of the instructor.

250a. Principles of Programming Languages. Every spring. Eric Chown.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, "functional" languages (such as Haskell) focus attention on the behavioral aspects of the real-world phenomena being modeled; "logic programming" languages (such as Prolog) focus attention on the declarative aspects of problem-solving. Covers principles of language design and implementation including syntax, semantics, type systems, control structures, and compilers.

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200.**

289a. Theory of Computation. Every spring. Eric Chown.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Mathematics 289.**)

Prerequisite: **Computer Science 189** or **Mathematics 200,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

320a. Robotics. Fall 2004. Eric Chown and Stephen Majercik.

Robotics is a challenging discipline that incorporates theoretical ideas from a number of different areas — artificial intelligence, cognitive science, operations research — in pursuit of an exciting, practical application: programming robots to do useful tasks. Two of the biggest challenges for robotics are building effective models of the world using inaccurate and limited sensors, and using such models for efficient robotic planning and control. Students address these problems from both a theoretical and a practical perspective by participating in multiple programming projects that use both simulated and actual robots.

Prerequisite: **Computer Science 189** or **Mathematics 200**, and **Computer Science 210.**

[325a. Cryptography and Network Security.]

340a. Spatial Data Structures. Spring 2005. Laura Toma.

In many disciplines the data being collected have spatial coordinates. Analysis of spatial data is an active area of research in computer science, with applications in areas like computer-aided design (CAD), data warehousing, network routing and geographic information systems (GIS). This course will present algorithms and data structures for problems involving spatial data, covering both their theory and their scalability to large datasets. Topics include: spatial database design, computational geometry, covering algorithms for computing convex hulls, Delaunay triangulations and Voronoi diagrams, line segment intersection and spatial join; data structures for orthogonal range searching, nearest-neighbor queries and window queries; techniques for dynamization of spatial data structures; clustering techniques and external memory algorithms.

Prerequisite: **Computer Science 210** and **231,** or permission of the instructor.

[350a. GIS Algorithms and Data Structures.]

[355a. Cognitive Architecture.]

[370a. Artificial Intelligence.]

[375a. Optimization and Uncertainty.]

401a–404a. Advanced Independent Study and Honors. The Department.

Economics

Professors
Rachel Ex Connelly
John M. Fitzgerald, *Chair*
Jonathan P. Goldstein
David J. Vail

Associate Professors
Gregory P. DeCoster
Deborah S. DeGraff†
B. Zorina Khan†
Visiting Associate Professor
Robert McIntyre

Assistant Professors
Dorothea K. Herreiner
Guillermo Herrera†
Visiting Assistant Professor
Stephen J. Meardon
Department Coordinator
Elizabeth H. Palmer

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development, the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256,** and **257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered 200 or above. Because **Economics 101** is a prerequisite for **Economics 102,** and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256,** and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161,** or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316.** The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316.** Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 180.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256,** and any two additional courses numbered 200 or above. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course.

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

14b. The Economics of Art. Fall 2004. Dorothea K. Herreiner.

Introductory, Intermediate, and Advanced Courses

100b. Introduction to the Economy. Spring 2005. Gregory P. DeCoster.

A non-technical introduction to the operation of modern economies, with a focus on the United States. Emphasis is on using a small number of fundamental concepts to clarify how economies function, to provide a foundation for informed evaluation of contemporary economic debates, and to illustrate how economic reasoning can provide an illuminating perspective on current societal issues. Topics include incentives, decision-making, and markets as a means of allocating resources; characteristics of market allocation; history of United States economic performance; fundamental macroeconomic relationships; the role of government in the economy, including discussion of policies relating to economic growth, inflation, unemployment, the environment, energy, international trade, globalization, poverty, and inequality. Appropriate for all students, but intended for non-majors. Does not satisfy the prerequisites for any other course in the Economics Department.

101b. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102.**

102b. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101.**

207b. The International Economy. Fall 2005 or Spring 2006. The Department.

Explores how international trade, and the policies a nation uses to influence its trade, affect welfare at home and abroad. Central topics are classical and modern theories of the gains from trade; the determinants of the trade patterns we observe; the types and impacts of protectionist policies; the role of increased globalization on a nation's competitiveness and its distribution of income; the political economy of protectionism at the national, regional (NAFTA), and international (WTO) levels; and the experience with the use of trade policies to influence development and growth.

Prerequisite: **Economics 101.**

208b. American Economic History. Fall 2006 or Spring 2007. B. Zorina Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U.S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have taken **Economics 238.**

Prerequisites: **Economics 101** and **102.**

209b. Financial Markets. Fall 2004. Gregory P. DeCoster.

Introduction to financial economics. Topics include the structure and functions of the financial system; intertemporal choice; portfolio theory; basic asset pricing theory with application to bonds, stocks, options, and futures; the efficient markets hypothesis and behavioral finance; risk management; relationship between financial system performance and the macroeconomy. Not open to students who have taken **Economics 309.**

Prerequisite: **Economics 255.**

210b. Economics of the Public Sector. Fall 2005 or Spring 2006. John M. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have taken **Economics 310.**

Prerequisite: **Economics 101.**

211b. Poverty and Redistribution. Fall 2004. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include: social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. A substantial part of the course focuses on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101.**

212b. Labor and Human Resource Economics. Fall 2005 or Spring 2006. Rachel Ex Connelly.

A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

Prerequisite: **Economics 101.**

216b. Industrial Organization. Fall 2005 or Spring 2006. The Department.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

218b. Environmental Economics and Policy. Spring 2005. David J. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Environmental Studies 218.**)

Prerequisite: **Economics 101.**

219b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2006. David J. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Environmental Studies 220.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Marxian Political Economy. Spring 2005. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume I of *Capital.* Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101,** or permission of the instructor.

226b,d. Latin American Economic Development. Spring 2005. Stephen J. Meardon.

A study of the persistent barriers and occasional successes in modern Latin American economic development. Analytical tools learned in economic principles courses, as well as historical narratives and case studies, are applied to understand the roots of balance of payments, exchange rate and debt crises, hyperinflation, dollarization, and regional and income inequalities. Evaluates development policies ranging from the import-substituting industrialization policies of the 1950s–1970s, to the market-oriented reforms of the 1980s, to the present. Also assesses aid and advice offered, and the constraints imposed, by multilateral institutions including the IMF, World Bank, and Inter-American Development Bank. Discusses topical questions about the withholding of multilateral assistance to Argentina, and initiatives towards regional integration, including the MERCOSUR and the FTAA, in light of economic theory and recent history. (Same as **Latin American Studies 226.**)

Prerequisite: **Economics 101** and **102,** or permission of the instructor.

[228b. Natural Resource Economics and Policy.]

230b. European Economic History. Fall 2004. Robert McIntyre.

The origins of markets and urban-industrial society in Western Europe from the merchant-capitalist phase through the early competitive manufacturing era and into the period of industrial capitalism. The uneven development of Eastern and Central Europe and the international dimensions of capitalist development are investigated, including North American and East Asian adoption of European production and organization technology and the *developmental state* approaches to stimulating economic development.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

231b. Economics of the Life Cycle. Fall 2005 or Spring 2006. Rachel Ex Connelly.

Considers economic issues that occur at each age as one moves through life, such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, health care, elder care, and retirement. Considers samples from age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage.

Differences in experience based on race, gender, sexuality, income level, and national origin will be an important component for discussion. Not open to students who have taken **Economics 301.** (Same as **Women's Studies 231.**)

Prerequisite: **Economics 101.**

238b. Economic History of American Enterprise. Fall 2005. B. Zorina Khan.

Presents an economic analysis of innovation in firms and markets during the course of American economic development. Central themes include changes in the role of institutions, such as the factory system and large corporations, relative to market transactions. The first part of the course considers specific issues in the organization of the firm, finance, and technology during the nineteenth century. The second part examines more contemporary questions bearing on the productivity and competitiveness of American enterprise. Not open to students who have taken **Economics 208.**

Prerequisite: **Economics 101** and **102.**

255b. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisites: **Economics 101** and **102.** Elementary calculus is used.

256b. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisites: **Economics 101** and **102.** Elementary calculus is used.

257b. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisites: **Economics 101** and **102.** Elementary calculus is used.

277. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2006. Rachel Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Women's Studies 277.**)

Prerequisite: **Economics 101** and a college level statistics course such as **Economics 257, Mathematics 155** or **165, Psychology 252, Sociology 201,** or permission of the instructor.

291b–294b. Intermediate Independent Study. The Department.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Spring 2005. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisite: **Economics 255** and **257,** or permission of the instructor.

302b. Business Cycles. Fall 2005 or Spring 2006. Jonathan P. Goldstein.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

308b. Advanced International Trade. Fall 2004. Stephen J. Meardon.

Seminar. The study of international trade in goods and capital. Theoretical models are developed to explain the pattern of trade and the gains from trade in competitive and imperfectly competitive world markets. This theory is then applied to issues in commercial policy, such as free trade versus protection, regional integration, the WTO and trade liberalization, foreign direct investment, LDC debt, and the changing comparative advantage of the United States.

Prerequisite: **Economics 255** or permission of the instructor.

[309b. Financial Economics.]

310b. Advanced Public Economics. Fall 2005 or Spring 2006. John M. Fitzgerald.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have taken **Economics 210**.

Prerequisites: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2004. Jonathan P. Goldstein.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisites: **Economics 257** or **Mathematics 265,** and **Mathematics 161,** or permission of the instructor.

[318b. Environmental and Resource Economics.]

320b. Economics, Technology, and Progress. Fall 2006 or Spring 2007. B. Zorina Khan.

Seminar. Technological change represents one of the most essential conditions for economic and social progress. This course examines the microeconomics of R&D, invention, innovation, and diffusion from both a theoretical and empirical perspective. Topics include the history of technology, the intellectual property system, the sources of invention and innovation, R&D joint ventures, the "information economy," and globalization. Applications range from the industrial revolution of the nineteenth century through contemporary issues such as digital technology, biotechnology and the human genome project, Silicon Valley, and the Internet.

Prerequisites: **Economics 255** and **257,** or permission of the instructor.

321b. Ecological Economics and Sustainable Development. Fall 2004. David J. Vail.

Seminar. Ecological economics starts from the premise that economies are open subsystems of ecosystems, subject to natural "laws" and constraints, such as entropy, carrying capacity limits, and conservation of matter-energy. Focuses first on theories and evidence regarding the co-evolution of economies and ecosystems. Emphasizes disequilibrium processes, feedbacks, and irreversible changes by drawing insights from social and biophysical sciences. Traces the debate about "strong" and "weak" sustainability, exploring guidelines for protecting natural capital stocks, applications of the "precautionary principle," and global environmental governance (e.g., mitigating climate change). (Same as **Environmental Studies 321.**)

Prerequisite: **Economics 255** and **257** (or equivalent statistical background), or permission of the instructor.

329b. Open Economy Macroeconomics. Fall 2005 or Spring 2006. The Department.

Seminar. Investigates how government policies in an open economy can be used to influence employment, inflation, the balance of payments, and economic growth. Central topics are the determinants of the balance of payments, the exchange rate, and international financial flows; the channels of monetary and fiscal policies in an open economy; currencies in crisis; the history of international and regional monetary institutions and exchange rate regimes; international policy coordination; and IMF financial programs in the developing and transition economies.

Prerequisites: **Economics 256** and **257.**

340b. Law and Economics. Spring 2006. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to on-line sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have taken **Economics 341.**

Prerequisite: **Economics 255** or permission of the instructor.

[341b. American Legal History.]

355b. Game Theory and Strategic Behavior. Spring 2005. Dorothea K. Herreiner.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Playing games and analyzing them constitutes a regular feature of the class. Elementary calculus and probability theory are used.

Prerequisite: **Economics 255** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors. The Department.

Education

Associate Professors
Nancy E. Jennings
T. Penny Martin, *Chair*
Assistant Professor
Charles Dorn
Lecturer
Kathleen A. O'Connor

Adjunct Lecturer and Director of Field Experiences
M. Lu Gallaudet
Visiting Fellow in Education
Suzanne Aldridge
Department Coordinator
Lynn A. Brettler

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The minor in education consists of four courses. Required are one sub-100 or 100-level course and two from **Education 203, 301**, and **303.** Note that **Psychology 101** is a prerequisite for **Education 301,** but does not count toward the minor.

Requirements for Certification to Teach in Public Secondary Schools

Because teaching in the public schools requires some form of licensure, the education department provides a sequence of courses which may lead to certification for secondary school teaching. This sequence includes the following:

1. A major in the discipline the student intends to teach, such as Spanish, biology, mathematics, or English. History and government majors are classified as social studies for certification purposes; meeting social studies requirements requires early and careful planning. Public schools rarely offer more than one course in subjects such as sociology, philosophy, anthropology, art history, religion, or economics, so students with interests in those and similar fields should meet with department members as soon as possible to develop a program that will include those interests within a teaching field. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.
2. Six courses offered by the Department of Education: **Education 101**; **Education 203**; and **Education 301, 302, 303**, and **304.**
3. **Psychology 101**.

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

Note: To student teach, students must be recommended by members of the Education Department. Students must be of good character and have a solid academic record. A 3.0 cumulative grade point average is necessary. In addition to required course work, candidates for certification must earn a passing score on a national teachers' examination. Since the inception of this requirement, Bowdoin students' pass rate has been 100%.

Ninth Semester Status

Students who have completed all course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), and who have graduated from Bowdoin may apply to the Department for special student status to student teach. To apply for this status, students must have graduated within the last two years; have fulfilled all subject area requirements for certification; have taken **Education 101, 203, 301,** and **303;** and be seen by the Department as prepared to teach. Students will be charged a reduced tuition fee and will be eligible for campus housing if space is available after regular students have been placed. Students may student teach in either the fall or spring semester. The Department reserves the right to limit participation in this program because of staffing considerations.

Requirements for Teaching in Private Schools

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on page 42.

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

20c. The Educational Crusade. Fall 2004. Charles Dorn.

Introductory, Intermediate, and Advanced Courses

101c. Contemporary American Education. Fall 2004 and Spring 2005. The Department.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

202c. Education and Biography. Fall 2004. Penny Martin.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature. Authors include Coles, McCarthy, Welty, and Wolff.

Prerequisite: **Education 101**.

203c. Educating All Children. Fall 2004. Suzanne Aldridge. Spring 2005. The Department.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires two hours a week in schools.

Prerequisite: **Education 101**.

[204c. Educational Policy.]

205c. High School. Spring 2005. Penny Martin.

A study of the American high school as institution and icon. Examines the evolution of the high school from elite academy to universal adolescent rite of passage. Educational research, first-person narrative, high school students' and practitioners' voices, and documentary films guide students in the semester-long creation of several "charter" high schools, from mission through budget and facilities planning to academic program.

Prerequisite: **Education 101.**

210c. The Civic Functions of Higher Education in America. Spring 2005. Charles Dorn.

Seminar. What does it mean for an institution of higher education to act in the public interest? How have interpretations of higher education's public service role changed throughout history? In what ways might a college, such as Bowdoin, fulfill its institutional commitment to promote the "common good"? Examines the civic functions adopted by and ascribed to institutions of higher education in America from the seventeenth century to the present. Students investigate both how colleges and universities have employed civic rhetoric to advance institutional agendas and how societal expectations of civic responsibility have shaped these institutions over time. Students survey relevant literature in the history of liberal arts colleges, research universities, women's colleges, and historically Black colleges and universities; learn how historians frame questions, gather and interpret evidence, and draw conclusions; and conduct archival reserach, culminating in a case study of one institution's historically defined civic purpose.

Prerequisite: **Education 20** or **101,** or one course in the History Department.

250c. Law and Education. Every other year. Fall 2005. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Government 219.**)

251c. Teaching Writing: Theory and Practice. Fall 2004. Kathleen O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Selection in previous spring semester by application to the Writing Project (see pages 39–40).

301c. Teaching. Fall 2004. Suzanne Aldridge.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires three hours a week in schools.

Prerequisites: Senior standing, one Bowdoin education course, **Psychology 101**, and permission of the instructor.

302c. Student Teaching Practicum. Spring 2005. Lu Gallaudet.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibilities in a local secondary school classroom, enrollment in the course requires the recommendation of the instructor of **Education 301.** Recommendation is based on performance in **Education 301,** the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification. Grades are awarded on a Credit/Fail basis only. **Education 303 and 304 must be taken concurrently with this course.**

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; and permission of the instructor.

303c. Curriculum and Instruction. Spring 2005. The Department.

A study of the knowledge taught in schools; its selection and the rationale by which one course of study rather than another is included; its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components.

Prerequisite: **Education 301** or permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2005. Lu Gallaudet.

This course is designed to accompany **Education 302,** Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisites: Senior standing, three Bowdoin education courses, including **Education 203** and **301**; **Psychology 101**; and permission of the instructor.

291c–294c. Intermediate Independent Study.

401c–404c. Advanced Independent Study.

English

Professors
David Collings**
Celeste Goodridge
Marilyn Reizbaum†
William C. Watterson
Visiting Professor
Richard Ford
Associate Professors
Peter Coviello
Ann L. Kibbie, *Chair*
Elizabeth Muther

Assistant Professors
Aviva Briefel
Mary Agnes Edsall
Aaron W. Kitch
Visiting Assistant Professors
Dan J. Moos
Mark Phillipson

Writer-in-Residence
Anthony E. Walton
Department Coordinator
Barbara Olmstead

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar **(English 10–29)** or introductory course **(English 104–106),** either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800; these courses include and are limited to the following: **English 201, 202, 210, 211, 212, 220, 221, 222, 223, 230, 231, 250,** and 300-level seminars explicitly identified as counting toward this requirement. Only one of these three courses may be a Shakespeare drama course. At least one of the ten courses must be chosen from offerings in literature of the Americas. These courses include and are limited to the following: **English 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 281,** and 300-level seminars explicitly identified as counting toward this requirement. Also, each student must take at least one advanced seminar (any English 300-level course). Students may, when appropriate, count an advanced seminar toward this requirement, as well as to one of the requirements listed above. The remaining courses may be selected from the foregoing and/or **English 10–29** (first-year seminars); **61–66** (Creative Writing); **104–106; 240–289; 300–399; 291–292** (independent study); and **401–402** (advanced independent study/honors). No more than three courses may come from the department's roster of first-year seminars and 100-level courses; no more than one creative writing course will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See page 178.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar **(English 10–29)** or introductory course **(English 104–106),** and at least three courses numbered 200 or above. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 137–45.

10c. Strange Cravings. Fall 2004. David Collings.

11b. Becoming Modern. Fall 2004. Ann Kibbie.
(See **First-Year Seminar Cluster.**)

12c. Literature and Utopia. Fall 2004. Aaron Kitch.

13c. The Western. Fall 2004. Dan J. Moos.

14c. Hawthorne. Fall 2004. William Watterson.

20c. The Woman's Film. Spring 2005. Aviva Briefel.
(Same as **Women's Studies 22.**)

21c. Creative Reading. Spring 2005. Mark Phillipson.

22c. Questioning the Modern. Spring 2005. Peter Coviello.
(See **First-Year Seminar Cluster.**)

23c,d. Toni Morrison. Spring 2005. Celeste Goodridge.
(Same as **Africana Studies 23.**)

24c. *Metamorphoses* and its Literary Afterlives. Spring 2005. Aaron Kitch.

Introductory Courses in Literature

104c.–106c. Studies in Genre.

Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. Genres include prose narrative (**English 104**), poetry (**English 105**), and drama (**English 106**). Specific content and focus of each course will vary with the instructor.

104c. Introduction to Narrative. Fall 2004. Celeste Goodridge.

Examines some of the formal features and strategies of narrative (point of view, plot, competing narratives, character development, the role of the reader, the reliability of the narrator(s), and closure. Covers mostly modern and contemporary fiction, but also considers the role of narrative in essays, journalism and film. Authors may include: Melville, James, Woolf, Michael Cunningham, Cather, Alice Munro, Deborah Eisenberg, Paul Auster, Carver, Sontag and Arundati Roy.

104c. Introduction to Narrative. Spring 2005. Mary Agnes Edsall.

"But what is a symbol?" A symbol does not direct our attention to something else as a sign does. It does not direct at all. It "means something else" (Walker Percy, *The Message in the Bottle*). A study of signs and symbols in narrative fiction. Authors may include George Eliot, Isak Dinesen, J. R. R. Tolkien, Flannery O'Connor, Alice Walker, Chinua Achebe.

105c. Introduction to Poetry. Fall 2004. Anthony Walton.

Explores varied topics in the Anglo-Irish-American poetic tradition, including aesthetic, political, and social questions. Strong emphasis on prosody, close reading, and the use of multi-media to "place" a poem or poet; "excavations" of multiple meaning and sources in poems; and examinations of poetic approaches toward negotiating the implicit tension between technique and subject matter.

106c. Introduction to Drama. Spring 2005. William Watterson.

Beginning with a close reading of Aristotle's *Poetics,* introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, Molière, Sheridan, Ibsen, Chekhov, O'Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes ("Photogenic Realism," "Epic Theater," "Theater of the Absurd," etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class. (Same as **Theater 106.**)

Courses in Composition and Creative Writing

60c. English Composition. Fall 2004. Mary Agnes Edsall. Spring 2005. Ann Kibbie.

Practice in analytic and critical writing, with special attention to drafting and revision of student essays. Assignment sequences allow students to engage a variety of modes and topics that build toward the developed expository essay. Practice in grammar as well. Does not count toward the major or minor in English.

61c. Creative Writing: Poetry I. Fall 2004. Anthony Walton.

Intensive study of the writing of poetry through the workshop method. Students are expected to write in free verse, in form, and to read deeply from an assigned list of poets.

Prerequisite: Permission of the instructor.

[62c. Creative Writing: Poetry II.]

64c. Writing Fiction. Spring 2005. Richard Ford.

Intended for students with more than a beginner's experience in writing fiction, but not extensive experience. Students are expected to write and complete short stories, and these writings occupy the core of the class's attention. As with any writing course, goals are to improve the student's writing, to develop a vocabulary for discussing and appraising work under consideration, to encourage good writing, and to address developing questions and curiosities about the writer's vocation.

Prerequisite: Permission of the instructor.

67c. Making Stories, Not Telling Them. Spring 2005. Richard Ford.

Dedicated to writing and reading short fiction. Conducted as a workshop, concentrating each day on students' stories. Considerable attention is also paid to discussing stories assigned from an anthology. The goals of the course are to improve students' imaginative writing by developing reading skills, by developing a vocabulary and an aesthetic for assessing the quality of a piece of fiction, and by developing practical disciplines and strategies for revision and reassessment of one's own work.

Prerequisite: Permission of the instructor.

Advanced Courses in English and American Literature

201c. Chaucer. Every year. Spring 2005. Mary Agnes Edsall.

The Canterbury Tales. Learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road-trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts in order to help readers imagine their way into Chaucer's world. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in the English department.

203c. Topics in Medieval Literature. Fall 2004. Mary Agnes Edsall.

Introduction to Medieval English drama through the Mystery Cycles and Morality Plays. Topics include the relationship of the drama to Western meditative tradition, the mapping of sacred space within the secular, the ritual aspects of religious drama, and the drama's dialogue with social and political realities. Participation in a production of a medieval play is one of the course requirements. Texts may include *The Play of Adam, The Croxton Play of the Sacrament, The York Cycle, The Castle of Perseverance,* and *Mankind.*

Prerequisite: One first-year seminar or 100-level course in the English department.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2005. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2006. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

212c. Shakespeare's History Plays. Every other year. Fall 2004. William Watterson.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **Theater 212**).

Prerequisite: One first-year seminar or 100-level course in the English department.

[220c. English Literature of the Early Renaissance.]

[221c. English Literature of the Late Renaissance.]

222c. Milton. Every other year. Fall 2005. Ann Kibbie.

A critical study of his chief writings in poetry and prose.

Prerequisite: One first-year seminar or 100-level course in the English department.

[223c. Renaissance Drama.]

224c. Poetics and Politics in the English Renaissance. Fall 2004. Aaron Kitch.

Examines some of the most interesting connections between the literature and politics of Renaissance England — a period in which even monarchs composed their own poetry and literary treatises. Traces the relationship between major poetry, prose, and drama of the period as it both shaped and was shaped by events such as the Spanish Armada, the Essex rebellion, the absolutism of James I, the politics of royal marriages, acts of enclosure, the development of mercantile capitalism, and the invention of the printing press. Readings include Marlowe, Shakespeare, Skelton, Henry Howard, Elizabeth I, Spenser, Richard Hooker, Walter Ralegh, Philip Sidney, Mary Wroth, and Ben Jonson.

Prerequisite: One first-year seminar or 100-level course in the English department.

225c. Race and Representation in the English Renaissance. Spring 2005. Aaron Kitch.

What does *race* mean in the English Renaissance? What literary strategies do authors from Shakespeare to Thomas Browne use in order to represent ethnic, religious, and cultural otherness? How is race as a political or social category dependent on such acts of representation? Studies examples of prose, poetry, and drama in the period, along with travel narratives of colonial exploration, accounts of the nascent slave trade in Africa, scientific treatises on race, and paintings with racialized subjects. Authors include Walter Raleigh, Sir Francis Drake, Edmund Spenser, Richard Hakluyt, Michael Drayton, Sir Philip Sidney, Shakespeare, Francis Bacon, Ben Jonson, Thomas Browne, and Lady Mary Worth. (Same as **Africana Studies 225.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

230c. Restoration and Eighteenth-Century Drama. Every other year. Fall 2004. Ann Kibbie.

Study of English drama from 1660 to the end of the eighteenth century focusing on a variety of dramatic modes, including Restoration comedy, heroic tragedy, "she-tragedy," and sentimental comedy. Authors may include Wycherley, Etherege, Behn, Congreve, Shadwell, Dryden, Rowe, Otway, Centlivre, Inchbald, Addison, Steele, Sheridan, and Goldsmith. (Same as **Theater 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

231c. Topics in Restoration and Eighteenth-Century Poetry and Prose: Writing Lives. Every other year. Spring 2005. Ann Kibbie.

Explores the representation of private life in the poetry and non-fiction prose of the period (including diaries, private journals, public and private letters, and biographical sketches), with an emphasis on the emergence of the modern author. Works include selections from the diary of Samuel Pepys, the autobiographical poetry of Alexander Pope, Lady Mary Wortley Montagu's travel letters, Lord Chesterfield's letters of advice to his illegitimate son, the autobiography of Olaudah Equiano, selections from Samuel Johnson's *Lives of the English Poets*, and James Boswell's *London Journal*.

Prerequisite: One first-year seminar or 100-level course in the English department.

[240c. English Romanticism I: Radical Sensibility.]

241c. English Romanticism II: Romantic Sexualities. Fall 2004. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Beckford, Emily Brontë, Burke, Byron, Coleridge, Keats, Lister, Mary Shelley, and Percy Shelley, alongside secondary, theoretical, and historical works. (Same as **Women's Studies 241.**)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

242c. The Romantic Audience. Spring 2005. Mark Phillipson.

A survey of major British romantic poets and their responses to upheavals in printing and marketing practices. Charts how some romantics anxiously try to define their audience, while others find freedom in the unpredictability of address. Lines up fantasies of transmission (such as oral performance, discovered inscription, natural revelation, voyeuristic interception) against actual publication histories. Poets include Blake, Tighe, Coleridge, Wordsworth, Robinson, Clare, Shelley, Keats, Byron, Hemans, and L.E.L.

Prerequisite: One first-year seminar or 100-level course in the English department.

[243c. Victorian Genders.]

244c. Victorian Crime. Spring 2005. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **Women's Studies 244**.)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

246c. Romanticism, Lyricism, and Nature. Fall 2005. David Collings.

Examines English romantic poetry about nature, with particular emphasis on the way such poetry finds a lyric impulse already present in nature. Considers such subjects as the interplay of nature and transcendence, the supernatural dimension of nature, the boundary between the human and the natural, the contrast of urban and rural life, and the value of traditional landed society. Authors may include Clare, Coleridge, Keats, Shelley, and Wordsworth. (Same as **Environmental Studies 246.**)

Prerequisite: One first-year seminar or 100-level course in English or Environmental Studies.

250c. Topics in the Eighteenth-Century Novel. Every other year. Spring 2006. Ann Kibbie.

A study of the development of the novel in the late seventeenth and eighteenth centuries.

Prerequisite: One first-year seminar or 100-level course in the English Department.

252c. Victorian Narratives of Empire. Fall 2004. Aviva Briefel.

Examines the diverse ways in which literary genres, including the domestic novel, the boy's adventure story, and the sensation narrative, constructed England's imperial authority in the Victorian period. Among other topics, considers the role that narratives played in upholding and challenging colonial structures; the literary representation of nationhood; and the impact of categories of race, gender, and sexuality on notions of empire. Also explores recent postcolonial readings of Victorian narratives. Authors may include Brontë, Collins, Conrad, Haggard, Kipling, and Schreiner. (Same as **Women's Studies 252.)**

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

260c. Playwriting. Fall 2004. Gretchen Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 260**.)

Prerequisite: A 100-level course in theater or dance or permission of the instructor.

[262c. Drama and Performance in the Twentieth Century.]

[263c. Modern British Literatures.]

264c. Modern Irish Literature. Spring 2006. Marilyn Reizbaum.

Considers Irish writing from the late nineteenth century through the present: its contribution to modern literary movements and conflictual relation to the idea of a national Irish literature. Likely topics include linguistic and national dispossession, the supernatural or surreal, pastoral and urban traditions, the Celtic Twilight versus Modernism, and the interaction of feminism and nationalism.

Prerequisite: One first-year seminar or 100-level course in the English department.

270c. Early American Literature. Every other year. Fall 2004. Peter Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite: One first-year seminar or 100-level course in the English department.

271c. The American Renaissance. Every other year. Spring 2005. Peter Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

274c. Twentieth-Century American Poetry. Spring 2005. Celeste Goodridge.

Readings in modern and contemporary poetry, with an emphasis on different modes of poetic influence, allusions to mass culture, and the use of narrative, biography, mythology, and performance in this work. Authors may include Williams, Levine, Doty, Collins, Gluck, Laurie Sheck, Margaret Holley, Clampitt, and Carson.

Prerequisite: One first-year seminar or 100-level course in the English department.

[275c,d. African American Fiction: Counterhistories.]

[276c,d. African American Poetry.]

[277c.Topics in Nineteenth-Century American Literature: Empire of Feeling.]

279c. Introduction to African-American Literature. Fall 2004. Dan J. Moos.

An introduction to African-American studies, with a particular emphasis on African-American literature. Focuses on literature spanning the output of African-American writing, with close attention to the themes of slavery, assimilation, racial separation, and black nationalism. Approaches these texts more or less chronologically, so as to build a coherent historical narrative of African-American issues. Goals are to explore fundamental issues of African-American life since the mid-eighteenth century and to provide the background to encourage further study in this field, as well as in ethnic studies, American literature, and American history more generally. (Same as **Africana Studies 279**.)

Prerequisite: One first-year seminar or 100-level course in the English department.

281c. African-American Utopias: Colonization, Emigration, and Black Nationalisms. Spring 2005. Dan J. Moos.

As early as 1773, African Americans petitioned whites in power for their removal from America so that they might start a community or nation of their own. Examines the impulses toward colonization and emigration in African-American history, including movements that looked to Africa as an African-American state. Looks at historical documents, essays, and speeches, but focuses primarily on the speculative possibilities offered by African-American authors such as Oscar Micheaux, Martin R. Delany, Surron Griggs, and Toni Morrison. Explores real and fictional black nations, black towns, and even secret black governments and tries to determine the impulse for this departure, as well as the ideological import of black separation from the American nation. (Same as **Africana Studies 281**.)

Prerequisite: One first-year seminar or 100-level course in the English department.

[282c. Introduction to Literary and Cultural Theory.]

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

316c. Shakespeare's Sonnets. Spring 2005. William Watterson.

Close reading of Shakespeare's one hundred and fifty-four sonnets and the appended narrative poem "A Lover's Complaint," which accompanies them in the *editio princeps* of 1609. Required texts include the "New Arden" edition of Shakespeare's Sonnets (1997) edited by Katherine Duncan-Jones, and Helen Vendler's *The Art of Shakespeare's Sonnets* (1998). Critical issues to be examined include the dating of the sonnets, the order in which they appear, their rhetorical and architectural strategies, and their historical and autobiographical content.

Prerequisite: One first-year seminar or 100-level course in the English Department.

318c. The Sexual Child. Fall 2004. Peter Coviello.

Examines the stories we tell ourselves, here in America, about children, adults, and sex. Considers in particular why the most familiar of these narratives are, in effect, monster stories; why the image of the traumatized child has become such a oddly central figure in national public life, and why, finally, it has become remarkably difficult (not to say dangerous) to think of children as beings possessed of even the smallest degree of sexual agency. Course materials include novels, cultural criticism, and several films. Among the authors studied are Poe, Nabokov, James, Freud, Foucault, Eve Sedgwick, Pat Califia, and James Kincaid.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

324c. Writing A Woman's Life in Late Medieval England: The Autobiography of Margery Kempe. Spring 2005. Mary Agnes Edsall.

Examines the early fifteenth-century autobiographical *Book of Margery Kempe,* an important text for the study of culture and gender in late medieval England. Includes study of the options open to laywomen of this period to provide background for considering Margery's extraordinary trajectory from her life as housewife and mother, to her attempts at business, to her publicly performed role as a self-proclaimed religious figure. Also includes attention to key social and devotional trends of her time to place her religiosity in context and to understand the discourses that contributed to her self-shaping. (Same as **Women's Studies 324.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

326c. The Horror Film in Context. Fall 2004. Aviva Briefel.

Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which these films represent violence, fear, and paranoia; their creation of categories of gender, class, race, and sexuality; and their participation in such major literary and cinematic genres as the Gothic, parody, and the family drama. Texts may include works by Wes Craven, David Cronenberg, Sean Cunningham, Brian De Palma, Sigmund Freud, Alfred Hitchcock, E.T.A. Hoffmann, Julia Kristeva, Edgar Allan Poe, Roman Polanski, George Romero, and Bernard Rose. (Same as **Women's Studies 328.**)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

Note: This course is offered as part of the curriculum on Gay and Lesbian Studies.

330c. Cultural Production during the Cold War. Fall 2004. Celeste Goodridge.

Examines literary texts by James Baldwin, Truman Capote, Patricia Highsmith, Mary McCarthy, J.D. Salinger, and Tennessee Williams in conjunction with photojournalism (Esther Bubley, Dorothea Lange, and Margaret Bourke-White), popular magazines of the time (*Life, Harper's,* and *The New Yorker*), film, and mass-market icons (Marilyn Monroe, Elvis Presley, and James Dean). Provides an interdicsiplinary focus on how these forms construct, reflect, and subvert the dominant ideologies associated with cold-war America. May also consider some contemporary representations of this period.

Prerequisite: One first-year seminar or 100-level course in the English department.

344c. African American Cinema to 1950. Spring 2005. Dan J. Moos.

Examines early African-American cinema from its inception in the first two decades of the twentieth century to 1950. Looks primarily at all-black cast filsm, may from African-American directors and producers, but begins by looking at the dominant images of African Americans in mainstream studio films of the time in order to understand the images that black film makers insisted on countering over the next decades. Engages issues of technique, content, and audience. Examines the relationship between Hollywood and independently produced balck films. Viewings include early films from Oscar Micheaux adn the Coored Players Film Corporation, an all-black-cast Western, 1940s melodramas, a U. S. military propaganda film, and musicals. (Same as **Africana Studies 344.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Environmental Studies

Administered by the Environmental Studies Committee;
DeWitt John, *Chair and Program Director*
Eileen Sylvan Johnson, *Program Manager*
Rosemary Armstrong, *Program Assistant*

(See committee list, page 325.)

Joint Appointment with Biology
Assistant Professor John Lichter
Joint Appointment with Chemistry
Associate Professor Dharni Vasudevan
Joint Appointment with Government
Senior Lecturer DeWitt John
Joint Appointment with History
Assistant Professor Matthew Klingle†
Joint Appointment with Philosophy
Associate Professor Lawrence H. Simon

Visiting Assistant Professors
Connie Y. Chiang
Jill Pearlman
Adjunct Professor
Kristina Ford
Adjunct Lecturers
Judy Colby-George
Steven Theodore
Wiebke Theodore
Coastal Studies Scholar-in-Residence
Anne C. J. Hayden

Requirements for the Coordinate Major in Environmental Studies (ES)

The major involves the completion of a departmental major and the following courses in environmental studies. (To fulfill the major requirement a grade of C- or better must be earned in a course. Courses offered to satisfy the College's distribution requirements and the requirements of the departmental major may also be double-counted toward the ES major requirements, except as noted.)

1. **ES 101 Introduction to Environmental Studies,** preferably taken as a first-year student.
2. An introductory science course (**Environmental Studies/Geology 100, Environmental Studies/Geology 103, Biology 104, Biology 105, Chemistry 109,** and **Physics 103** meet this requirement.
3. **ES 201 Perspectives in Environmental Science** (same as **Biology 158/Chemistry 180**).
4. **ES 202 Environmental Policy and Politics** (same as **Government 214**), or **ES 218 Environmental Economics** (Same as **Economics 218**).
5. **ES 203 Environment, Culture, and the Human Experience.**
6. **Senior seminar:** A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. This course is normally taken during the senior year. Courses currently satisfying this requirement include **ES 321, 363, 365,** and courses numbered 390 and above. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.
7. Beyond the core courses, students must choose a concentration (listed below):

   ES Disciplinary Concentrations:

   For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:

—for *History, Landscape, Values, Ethics and the Environment,* students choose from ES courses designated with a "c"

—for *Environmental Economics and Policy,* students choose ES courses designated with a "b"

—for the *Interdisciplinary Environmental Science Concentration,* students choose from ES courses designated with an "a" (in addition, **Chemistry 210 Inorganic Chemistry** and **Chemistry 240 Analytical Chemistry** count for this option). One of the courses must not be counted toward the requirements of the student's departmental major.

Student-designed Environmental Studies Concentration:

Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101** and two core courses in the disciplinary area outside a student's departmental major:

—*for natural science majors:* **ES 202 Environmental Policy and Politics** and **ES 203 Environment, Culture, and Human Experience**;

—*for social science majors:* **ES 201 Perspectives in Environmental Science** and **ES 203 Environment, Culture, and Human Experience**;

—*for humanities majors:* **ES 201 Perspectives in Environmental Science** and **ES 202 Environmental Policy and Politics**;

and two other ES courses (numbered 200 or above, one of which should be outside a student's departmental major).

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

(Same as **History 15.**)

Introductory, Intermediate, and Advanced Courses

79a. Agriculture: Ancient and Modern. Fall 2004. Barry Logan.

Though nearly all people presently living on earth depend upon some form of agriculture to feed themselves, farming is a recent innovation when considered in the context of human evolution. The last century witnessed profound changes in agricultural technology and practices. Examines the ecological forces that influenced the establishment and proliferation of agriculture, studies the scientific underpinnings of the "Green Revolution" and contemporary methods of genetic modification. Compares "high-input" conventional farming with organic approaches in terms of productivity and ecological impacts. (Same as **Biology 79.**)

81a. Physics of the Environment. Spring 2005. Mark Battle.

An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as **Physics 81.**)

100a. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100.**)

101. Introduction to Environmental Studies. Every fall. DeWitt John, Lawrence Simon, and Dharni Vasudevan.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, an exploration of environmental issues, both global and regional, and an exploration of why societies often have such difficulty in reaching consensus on effective and equitable policies within existing political and economic institutions. Preference given to first- and second-year students. Required for ES majors.

103a. Marine Environmental Geology. Every fall. Fall 2004. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Geology 103.**)

121a. Plants: Ecology, Diversity, Form, and Function. Fall 2005. Barry A. Logan.

A survey course on plant biology. Topics include diversity and phylogenetic relationships among major plant taxa (particularly with respect to the local flora), physiological mechanisms underlying water and nutrient acquisition and use, photosynthesis, vascular plant anatomy, and ecological principles related to plant survival and reproduction. Relevant botanical topics such as the green revolution, ethnobotany, and forest ecology are also discussed. Laboratory sessions every week. (Same as **Biology 121.**)

Prerequisite: **Biology 104.**

201a. Perspectives in Environmental Science. Spring 2005. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Chemistry 180 .**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

202b. Environmental Policy and Politics. Every year. Fall 2004. DeWitt John.

Examines alternative ways to protect our environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development, and environmental policies and politics in other countries. Includes intensive study of specific local and global issues such as air and water pollution, land conservation, or the reduction and management of wastes. (Same as **Government 214.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

203c. Environment, Culture, and the Human Experience. Every year. Spring 2005. Connie Chiang.

An interdisciplinary introduction to humanistic interpretations of nature and the environment. Students consider ideas about nature from several perspectives—including art, film, history, literature, philosophy, and religion—as they explore how human perceptions have created both sustainable and unsustainable relations with the natural world over time. Specific themes include the historical relationship between nature and culture; the influence of spiritual, intellectual, and aesthetic traditions; and the role of society and personal identity in shaping environmental thought.

Prerequisite: **Environmental Studies 101** or permission of the instructor.

204a. Introduction to Geographic Information Systems. Fall 2004. Judy Colby-George.

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis, allow rapid development of high quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Students will gain an understanding of GIS, and a working knowledge of ArcGIS, a commonly used software package. The course introduces concepts of cartography, database management, remote sensing, and spatial analysis, and explores how these are integrated into a GIS. Students work on individual GIS projects that are designed to contribute to service learning or research projects as they relate to environmental topics.

205c. *Historia Naturalis:* Society and the Environment in the Ancient Mediterranean. Spring 2006. James Higginbotham.

Explores how the ancient Greeks and Romans viewed their natural world and how these perspectives are revealed by the archaeological record. Focuses on ancient resource management as reflected in the practices of agriculture, pisciculture, animal husbandry, mining, and quarrying; how architecture and hydraulic engineering facilitated the access to and the procurement of raw materials; and the resultant consequences for the ancient environment. Drawing on ancient literary testimonia from such writers as Aristotle, Pliny the Elder, Vitruvius, Varro, Columella, and Virgil, the class examines the ancient responses to population pressures and natural disasters, the development of urban planning, contrasts (or conflicts) between the city and countryside, and the creation of artificial landscapes. (Same as **Archaeology 205**.)

Prerequisite: One of the following: **Archaeology 101** or **102**, **Environmental Studies 101**, **Biology 104, Geology 100** or **101**, or permission of the instructor.

210a. Plant Physiology. Every spring. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210.**)

Prerequisite: **Biology 105**.

213b,d. Anthropology of Islands. Spring 2006. Anne Henshaw.

Focuses on the diversity of island peoples and cultures and the unique place they hold within the field of anthropology. Explores the range of environmental contexts in which island peoples adapt, as well as the unique socioeconomic systems and historical experiences that characterize them. Examines the powerful sense of cultural identity that islanders share, and the many challenges and opportunities they face in an age of globalization and limited resources. Selected case studies draw from islands in the Pacific and North Atlantic, including Maine, to bring a comparative and interdisciplinary understanding of island societies past and present. (Same as **Anthropology 218.**)

Prerequisite: **Anthropology 101** or **102.**

215a. Behavioral Ecology and Population Biology. Every fall. Lindsay L. Whitlow.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215.**)

Prerequisite: **Biology 105**.

218b. Environmental Economics and Policy. Spring 2005. David J. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Economics 218.**)

Prerequisite: **Economics 101.**

219a. Biology of Marine Organisms. Every fall. Amy S. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219.**)

Prerequisite: **Biology 105**.

220b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Spring 2006. David Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Economics 219.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Environmental Sociology. Fall 2004. Joe Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Sociology 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Sociology 222** and **Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225a. Community and Ecosystem Ecology. Every fall. John Lichter.

Community ecology is the study of the dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities across multiple spatial scales. Explores the multitude of interactions among populations of plants, animals, and microbes, and between those populations and the physical and chemical environment. Topics include the creation and function of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecosystem processes, the relative magnitude of top-down versus bottom-up controls in ecosystems, and much more. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Time is also set aside for discussions of current and classic scientific literature. (Same as **Biology 225.**)

Prerequisite: **Biology 105**.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Fall 2005. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors — geography, natural resources, politics, industrialization, transportation, planning, and architectural design — are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **History 227**.)

[228b. Natural Resource Economics and Policy.]

[230a. Geometrics.]

231b,d. Native Peoples and Cultures of Arctic America. Fall 2004. Susan Kaplan.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Anthropology 231.**)

Prerequisite: **Anthropology 101** or **102**.

232c. History of the American West. Fall 2004. Connie Chiang.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232**.)

233c. Architecture and Sustainability. Fall 2004. Steven Theodore and Wiebke Theodore.

Explores the critical components, principles, and tools of good sustainable design. Using design exercises, readings, class discussion, field visits, and case studies, students investigate why and how buildings can be designed in ways that are environmentally responsive and responsible. Issues include the relationship between sustainability and creative architectural form, as well as the importance of place and community in design. (Same as **Visual Arts 233.**)

235c. Green Injustice: Environment and Equity in North American History. Fall 2005. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **History 235**.)

240b. Environmental Law. Fall 2005. The Program.

Examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

241b. Principles of Land-Use Planning. Spring 2005. Kristina Ford.

Land—how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it.

242c. Environmental History of North America. Fall 2005. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the impact of nature on human events. Topics include the "Columbian exchange," race and class relations, gender and labor, the role of science and technology, the influence of the westward expansion and colonialism, politics, urbanization, and the changing understandings of "nature" in North American cultures. (Same as **History 242.**)

244c. City, Anti-City, and Utopia: Building Urban America. Fall 2004. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244.**)

245c. Modern Architecture and its Critics. Every other year. Spring 2006. Jill Pearlman.

Examines major buildings, architects, and architectural theories from the start to the end of the twentieth century and slightly beyond. Explores a range of issues including architecture as social engagement, and the often conflicting demands of modernity, tradition, form, and function.

246c. Romanticism, Lyricism, and Nature. Spring 2005. David Collings.

Examines English romantic poetry about nature, with particular emphasis on the way such poetry finds a lyric impulse already present in nature. Considers such subjects as the interplay of nature and transcendence, the supernatural dimension of nature, the boundary between the human and the natural, the contrast of urban and rural life, and the value of traditional landed society. Authors may include Clare, Coleridge, Keats, Shelley, and Wordsworth. (Same as **English 246.**)

Prerequisite: One first-year seminar or 100-level course in English or Environmental Studies.

247c. Maine: A Community and Environmental History. Spring 2005. Sarah McMahon.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **History 247.**)

Prerequisite: Previous course in history or permission of the instructor.

255a. Physical Oceanography. Fall 2005. Mark Battle.

An introduction to physical oceanography, including tides, ocean currents, seawater properties, and wave motion. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Physics 255.**)

Prerequisite: **Physics 104** or permission of the instructor.

256c,d. Environment and Society in Latin America. Spring 2006. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **History 256.**)

257b. Environmental Archaeology. Fall 2004. Anne Henshaw.

Explores the theoretical and methodological approaches archaeology uses to study the diverse and changing relationships between humans and the environment. Theoretical issues focus on the different ways archaeologists and cultural anthropologists define and understand the role culture plays in mediating human/environmental interactions. Drawing on ethnographic and archaeological examples, places special emphasis on the way humans have adapted to local environments and have been the periodic instigators of ecosystemic change, both in the past and present. Also examines how archaeological research design and survey methods can be used in conjunction with other disciplines, including biology, geology, and history, to locate sites and provide baseline information on changing landscapes through time. A significant component to the class involves hands-on field research at Bowdoin's Coastal Studies Center on Orr's Island. Students participate in mapping exercises on the property and conduct systemic surveys to document changing land use practices through time. (Same as **Anthropology 257.**)

Prerequisite: **Anthropology 102 or** permission of the instructor.

258c. Environmental Ethics. Spring 2006. Lawrence H. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258.**)

259a. Atmospheric Physics. Fall 2004. Mark Battle.

The physics of atmospheres is explored, including treatment of general and local circulation, thermodynamics, cloud formation, radiative transfer, and energy budgets. Meteorology and climatology are also discussed. (Same as **Physics 256.**)

Prerequisite: **Physics 104** or permission of the instructor.

260a. Oceanography and Ocean History. Fall 2005. Edward Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Geology 260.**)

Prerequisite: Previous course in geology or permission of the instructor.

[263b. International Environmental Policy.]

264b. Energy, Climate, and Air Quality. Spring 2005. DeWitt John.

Examines how the United States, as well as states, communities, businesses, and nonprofits, address climate change. Explores the recent politics of energy, climate, and air quality, as well as how policies and politics might change in the future. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. Also examines how international treaties have influenced national and sub-national policies. (Same as **Government 264.**)

Prerequisite: **Environmental Studies 202** or permission of the instructor.

267a. Coastal Oceanography. Spring 2005. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Geology 267.**)

Prerequisite: **Geology 100, 101,** or **103.**

275a. Hydrogeology. Spring 2005. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Geology 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

[280a. Plant Responses to the Environment.]

[318b. Environmental and Resource Economics.]

321b. Ecological Economics and Sustainable Development. Fall 2004. David J. Vail.

Seminar. Ecological economics starts from the premise that economies are open subsystems of ecosystems, subject to natural "laws" and constraints, such as entropy, carrying capacity limits, and conservation of matter-energy. Focuses first on theories and evidence regarding the co-evolution of economies and ecosystems. Emphasizes disequilibrium processes, feedbacks, and irreversible changes by drawing insights from social and biophysical sciences. Traces the debate about "strong" and "weak" sustainability, exploring guidelines for protecting natural capital stocks, applications of the "precautionary principle," and global environmental governance (e.g., mitigating climate change). (Same as **Economics 321.**)

Prerequisite: **Economics 255** and **257** (or equivalent statistical background), or permission of the instructor.

[328c. Nature's Stories: Research Methods in Environmental History.]

340c. Home: History, Culture, and Design of Housing in North America. Spring 2005. Jill Pearlman.

Seminar explores themes in the history and design of an American icon-home. The places we live in, whether by choice or circumstance, offer powerful statements about human values, political and social ideals, complex and changing ideas of family, of private and public life. Focusing mostly on the period from 1850 to the present, examines a variety of houses and housing types of all economic groups, multi- and single-family, urban and suburban, traditional and experimental. Examples include commonplace and anonymous buildings, as well as architect-designed houses. Also explores the relationship of our differing domestic landscapes to the larger built environment. Students write a major research paper on a related topic of their choosing.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2005. Allen Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Government 363.**)

Prerequisite: **Government 260, 261,** or **263,** or permission of the instructor.

[364b. Environmental Politics and Policy in Maine.]

365c. Picturing Nature. Fall 2004. Linda Docherty.

Examines images of American nature from the age of discovery to the present day. Views of nature as wilderness, landscape, and environment are studied in historical context. Students work with original paintings, prints, and photographs in the Bowdoin College Museum of Art and special collections. (Same as **Art History 365.**)

Prerequisite: **Art History 101** or **Environmental Studies** 101, or permission of the instructor.

391. Troubled Waters: Fishing in the Gulf of Maine. Spring 2005. Anne Hayden.

Around the world and in the Gulf of Maine, overfishing and threats to habitat are putting marine ecosystems and coastal communities under great stress. An interdisciplinary senior seminar exploring the causes and scope of pressures on the marine environment; the potential for restoring ecosystems and fisheries; political conflicts over fisheries and related issues; federal, state, and community-based approaches to managing marine ecosystems; and strategies for coping with scientific and management uncertainties.

392c. Advanced Topics in Environmental Philosophy. Fall 2004. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature, environmental policy, and our obligation to future generations; ecology, social choice mechanisms, and the evaluation of environmental risk; and the relation between poverty and environmental problems. (Same as **Philosophy 392**.)

[399c. BIG PLANS: Culture, Politics, and the Design of the Modern City.]

291–294. Intermediate Independent Study. The Program.

401–404. Advanced Independent Study and Honors. The Program.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an "a."

Chemistry 210 Chemical Analysis. Fall 2004. Elizabeth A. Stemmler.
Chemistry 240 Inorganic Chemistry. Spring 2005. Jeffrey K. Nagle.

The Art Department invites Art/Environmental Studies independent studies. Contact Professor Thomas Cornell.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Fall 2004. Scott MacEachern. Spring 2005. Leslie Shaw.

Anthropology 221b. The Rise of Civilization. Spring 2005. Scott MacEachern.

[Anthropology 239b,d. Indigenous Peoples of North America.]

[Anthropology 256b,d. African Archaeology: The Roots of Humanity.]

Humanities

Visual Arts 190c. Architectural Design I. Spring 2005. Christopher C. Glass.

Film Studies

Associate Professor
Tricia Welsch, *Chair*
Department Coordinator
Daniel Hope

Film has emerged as one of the most important art forms of the twentieth century. Film Studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Film Studies department. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor.

Required Courses:

Film Studies 101
Film Studies 201 or Film Studies 202
(both 201 and 202 may be counted toward the minor)

Pre-approved Courses outside the Film Studies Department:

Students may choose from the following list of courses to satisfy the requirement for a course outside the Film Studies department. A student may also petition the department to gain approval for a course not on this list. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the Film Studies department.

Asian Studies 254 Transnational Chinese Cinema
English 20 The Woman's Film
English 326 The Horror Film in Context
German 51 Literary Imagination and the Holocaust
German 54 Laugh and Cry! Post World War II German Film
German 398 Contested Discourse: German Popular Film and Culture since Unification.
Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
[Spanish 327 Reading Spanish Film]
Women's Studies 261 Gender, Film, and Consumer Culture

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

10c. Cultural Difference and the Crime Film. Fall 2004. Tricia Welsch.

Introductory, Intermediate, and Advanced Courses

101c. Film Narrative. Every year. Spring 2005. Tricia Welsch.

An introduction to a variety of methods used to study motion pictures, with consideration given to a variety of types of films from different countries and time periods. Techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c. History of Film, 1895–1940. Every other fall. Fall 2005. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c. History of Film, 1940 to the Present. Every other spring. Spring 2006. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

222c. Images of America in Film. Fall 2004. Tricia Welsch.

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

Prerequisite: One of the following: **Film Studies 101, 201,** or **202.**

224c. The Films of Alfred Hitchcock. Spring 2006. Tricia Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as his consistent themes and characterizations. Attendance at weekly evening screenings is required.

Prerequisite: One of the following: **Film Studies 101, 201,** or **202.**

310c. Gay and Lesbian Cinema. Spring 2005. Tricia Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of films over time; autobiography and documentary; and the AIDS imperative. Writing intensive; mandatory attendance at evening film screenings. (Same as **Women's Studies 310.**)

Prerequisite: One previous Film Studies course or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

321c. German Expressionism and Its Legacy. Fall 2005. Tricia Welsch.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201**, or **202**.

[322c. Film and Biography.]

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2004–2005 academic year follows.

Africana Studies 10b,d. Racism. Fall 2004. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10.**)

Africana Studies 23c,d. Toni Morrison. Spring 2005. Celeste Goodridge.

A close examination of Morrison's canon, including her prose criticism *Playing in the Dark: Whiteness and the Literary Imagination.* (Same as **English 23.**)

[Anthropology 20b. Fantastic Archaeology.]

[Anthropology 22b. Inventing the Seaside.]

Art History 13c,d. Stories and Scrolls. Fall 2004. De-nin Deanna Lee.

Introduces and examines lessons, legends, myths, and ideal worlds pictured in handscroll paintings of China and Japan. Considers how later viewers reinterpreted these artworks using text sometimes inscribed on the actual scrolls. Students play the roles of artist and audience by creating their own scrolls and composing colophons. Still, emphasis is placed on analyzing images and texts, researching, and writing clearly and intelligently about art. Materials for the course draw on web resources and the library's Special Collections. (Same as **Asian Studies 13.**)

Art History 15c. Artworks, Artists, and Audiences. Fall 2004. Stephen Perkinson.

An exploration of key issues in the interpretation of artworks from a variety of cultures and time periods. Begins with mastery of a descriptive vocabulary for analysis of paintings, prints, drawings, photographs, sculpture, and architecture. Investigates ways that artists are responsible for determining the "meaning" of the works they create, as they represent the visible world, abstract ideas, thoughts, or emotions. Explores ways that art acquires meaning, following artworks as they are received, interpreted, used, and even abused by various audiences (e.g., critics, curators, collectors, the public at large). Examines ways that artists have sought to influence public opinion by creating works that address the most pressing social and political issues of their times. At various points during the semester, students gain hands-on experience with artworks from the Bowdoin College Museum of Art.

Art History 20c. Living Spaces. Spring 2005. Linda Docherty.

A study of how residential architecture in America has served, shaped, and symbolized its occupants from the colonial period to the present day. Issues to be discussed include the significance of style, ideals of domestic life, function and decoration of interiors, architects' houses, and preservation and interpretation of historic buildings (including examples on the Bowdoin campus). Two mandatory Saturday field trips. Enrollment limited to twelve students.

Asian Studies 13c,d. Stories and Scrolls. Fall 2004. De-nin Deanna Lee.

Introduces and examines lessons, legends, myths, and ideal worlds pictured in handscroll paintings of China and Japan. Considers how later viewers reinterpreted these artworks using text sometimes inscribed on the actual scrolls. Students play the roles of artist and audience by creating their own scrolls and composing colophons. Still, emphasis is placed on analyzing images and texts, researching, and writing clearly and intelligently about art. Materials for the course draw on web resources and the library's Special Collections. (Same as **Art History 13**.)

Asian Studies 19b,d. East Asian Politics: Introductory Seminar. Fall 2004. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. Main focus on China, Japan, and North and South Korea. Examines the relationships between democracy, economic change, and human rights. Other questions: What are "Asian values"? What is the role of Confucianism in political and economic life? How are economic and political developments affecting traditional social institutions such as families, and how is the status of women changing? (Same as **Government 119**.)

Asian Studies 26c,d. Gandhi and His Critics. Fall 2004. Rachel Sturman.

An examination of the life and thought of Mohandas K. Gandhi, his historical context, and the debates he inspired during his life and after his death. Explores his philosophy and practice of non-violence; his contentious views on gender, sexuality, religion, and caste; his critique of British colonialism; and his own self-representations. Particular attention will be paid to Gandhi's own writings and to the contemporary writings of those who challenged him, and to his place within modern histories of political struggle. (Same as **History 26.**)

Asian Studies 28c,d. Seekers' Lives. Fall 2005. Kidder Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **History 28.**)

Chemistry 25a. Principles of Drug Action. Fall 2004. Paul W. Baures.

Describes molecular properties, molecular interactions between molecules, and the action of drugs in terms of biological signaling without requiring an understanding of chemical structure. The first half of the course develops the scientific foundations necessary for understanding and communicating drug action (associated terminology). The second half details drug design concepts and drug action. Also includes case studies in selected ethical pharmaceuticals, illegal drugs, and herbal medications.

Economics 14b. The Economics of Art. Fall 2004. Dorothea K. Herreiner.

Examines economic aspects of fine art. Explores what constitutes value in art and in economics, how art is traded in markets and who the main players are, whether art is a good investment or not, how art is financed, and what role art plays in the local community and economy. Projects are based on visits to art auctions, local galleries, the Bowdoin Museum of Art, and interviews with local artists.

Education 20c. The Educational Crusade. Fall 2004. Charles Dorn.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? This course explores the ways that public school reformers have answered such questions, from the "Common School Crusaders" of the early nineteenth century to present advocates of "No Child Left Behind." Examining public education as both a product of social, political, and economic change and as a force in molding American society, this course will highlight enduring tensions in the development and practice of public schooling in a democratic republic.

English 10c. Strange Cravings. Fall 2004. David Collings.

Examines fatal desire for an impossible object (perfect satisfaction, fame, gold, exotic artifacts, immaculate beauty, lyrical extravagance) in mid to late nineteenth-century fiction. Authors may include Flaubert, Dreiser, Norris, Huysmans, Wilde, Cather, and du Maurier.

English 11b. Becoming Modern. Fall 2004. Ann Kibbie.

See First-Year Seminar Clusters for description.

English 12c. Literature and Utopia. Fall 2004. Aaron Kitch.

Explores utopia as a literary genre from Thomas More to contemporary science fiction. How does utopian fiction relate to the culture from which it springs? How do aesthetic and political desire combine in utopian fantasies? Considers dystopian as well as utopian fiction. Authors may include Thomas More, James Harrington, Charlotte Perkins Gilman, Aldous Huxley, and B. F. Skinner; films may include *Road to Utopia, Liquid Sky,* and *Born in Flames.*

13c. The Western. Fall 2004. Dan J. Moos.

The tradition of the Western lies not so much in the space or even the history of American West as it does in the construction of an ideal—one offered in preset and often canned formats. Beginning with an exploration of western and pioneer history, as well as early Western novels such as Owen Wister's *The Virginian,* the course explores variations on the themes of the Western in its two major genres, literature and film. The novels and films examines include works that are distinctly anti-Western *(McCabe and Mrs. Miller)*, revisionist Western *(Dances with Wolves)*, or seemingly not Western at all *(Blade Runner).*

English 14c. Hawthorne. Fall 2004. William Watterson.

Readings include selected short stories, *Fanshawe, The Scarlet Letter, The Blithedale Romance, The House of the Seven Gables, The Marble Faun, Septimus Felton,* and James Mellow's *Nathaniel Hawthorne in His Times.*

English 20c.The Woman's Film. Spring 2005. Aviva Briefel.

Explores cinematic texts that imagine their audience as female. Considers the techniques through which genres ranging from the melodrama, the screwball comedy, the musical and the "chick flick" construct female identities and position their spectators in relation to these identities. Also introduces students to film criticism. Films may include *All About Eve, All About My Mother, Eve's Bayou, Gentlemen Prefer Blondes, Stella Dallas,* and *Thelma and Louise.* Weekly screenings are required. (Same as **Women's Studies 22.**)

English 21c. Creative Reading. Spring 2005. Mark Phillipson.

An examination of texts that portray and demand active readers. Assesses a variety of literary techniques that cede creative authority to readers, such as digression, nonsense, fragmentation, self-parody, and untamed footnotes. Special emphasis on short stories and novels that portray texts as reinvigorated — or managed — by later readers. Authors may include Lewis Carroll, Oscar Wilde, Vladimir Nabokov, Grace Paley, A. S. Byatt, David Foster Wallace, and Lev Grossman.

English 22c. Questioning the Modern. Spring 2005. Peter Coviello.

See First-Year Seminar Clusters for description.

English 23c,d. Toni Morrison. Spring 2005. Celeste Goodridge.

A close examination of Morrison's canon, including her prose criticism *Playing in the Dark: Whiteness and the Literary Imagination.* (Same as **Africana Studies 23.**)

English 24c. *Metamorphoses* and its Literary Afterlives. Spring 2005. Aaron Kitch.

Careful study of Ovid's *Metamorphoses* and its reincarnations in Western art and literature. Considers both the poem's formal elements and its central themes, including sexuality, humanity's relationship to the divine, aesthetics, and the politics of loss. Traces Ovid's influence on such authors as Shakespeare, Franz Kafka, Joseph Brodsky, Louise Gluck, and Salman Rushdie. Also considers adaptations of Ovidian myths by artists and filmmakers, including Botticelli, Titian, Bernini, Poussin, Rosnard, and Cocteau.

Environmental Studies 15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans, the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **History 15.**)

Film Studies 10c. Cultural Difference and the Crime Film. Fall 2004. Tricia Welsch.

Considers gangster films in depth, exploring how popular narrative film manages the threat posed by the criminal's racial, ethnic, or gender difference. Examines shifts in the genre's popularity and assesses the implications of considering genre entertainment art. Weekly writing, extensive reading, and mandatory attendance at evening film screenings.

Government 103b. The Pursuit of Peace. Fall 2004. Allen Springer.

Examines different strategies for preventing and controlling armed conflict in international society, and emphasizes the role of diplomacy, international law, and international organizations in the peace-making process.

[Government 105b. American Politics: Representation, Participation, and Power.]

Government 106b. Fundamental Questions: Exercises in Political Theory. Spring 2005. Jean M. Yarbrough.

Explores the fundamental questions in political life: What is justice? What is happiness? Are human beings equal or unequal by nature? Do they even have a nature, or are they "socially constructed"? Are there ethical standards for political action that exist prior to law and, if so, where do they come from? Nature? God? History? Readings may include Plato, the Bible, Machiavelli, Shakespeare, Marx, Mill, and Nietzsche.

[Government 108b. Human Being and Citizen.]

Government 111b. The Korean War. Fall 2004. Christian P. Potholm.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam war, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state in between China, Russia, and Japan continues to have important policy ramifications for the United States. The course focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

Government 112b. Becoming Modern. Fall 2004. Paul N. Franco.

See First-Year Seminar Clusters for description.

Government 114b. Democracy and Democratization. Fall 2004. Laura A. Henry.

Examines the wave of democratization that swept through Southern Europe, Latin America, East Asia, and Eastern Europe in the late twentieth century and looks at recent efforts to promote democracy in Afghanistan and Iraq. Questions include: What is the meaning of democracy? What factors facilitate or constrain a transition from authoritarianism to democracy? What is the relationship between democratization and economic reform? Are there limits to democratization and are we seeing the return of authoritarianism in many states? Is the lens of "democratization" the most effective way to study political transformation?

[Government 115b. Mass Media in American Politics.]

Government 117b. Questioning the Modern. Spring 2005. Paul N. Franco.

See First-Year Seminar Clusters for description.

Government 119b,d. East Asian Politics: Introductory Seminar. Fall 2004. Henry C. W. Laurence.

Surveys the diverse political, social, and economic arrangements across East Asia. Main focus on China, Japan, and North and South Korea. Examines the relationships between democracy, economic change, and human rights. Other questions: What are "Asian values"? What is the role of Confucianism in political and economic life? How are economic and political developments affecting traditional social institutions such as families, and how is the status of women changing? (Same as **Asian Studies 19**.)

History 11c. Memoirs and Memory in American History. Spring 2005. Connie Chiang.

Examines the ways in which Americans have remembered the past and documented their experiences in individual memoirs. Considers the tensions between memory and history, the value of memoirs as historical documents, and the extent to which memories deepen, complicate, and even convolute our understanding of the American past. Introduces many central themes in twentieth-century American history such as immigration, gender, race relations, and war. Writing-intensive, including several short papers and a family history research paper.

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2004. Sarah McMahon.

An examination of the evolution of utopian visions that begins with John Winthrop's "City upon a Hill." Explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century intentional communities, counterculture communes, and dystopian separatists. Readings include accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussion and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans, the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **Environmental Studies 15.**)

History 17c,d. The Cuban Revolution. Fall 2004. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. This seminar offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **Latin American Studies 17**.)

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2005. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Women's Studies 20.**)

History 21c. Players and Spectators: History, Culture, and Sports. Fall 2004. Susan L. Tananbaum.

Focuses on topics in the history of sports in Europe and America, exploring the changing cultural role of sports and the implications of race, gender, and class for players and spectators.

History 24c,d. Contemporary Argentina. Fall 2005. Allen Wells.

Texts, novels, and films help unravel Argentine history and its culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 24**.)

History 26c,d. Gandhi and His Critics. Fall 2004. Rachel Sturman.

An examination of the life and thought of Mohandas K. Gandhi, his historical context, and the debates he inspired during his life and after his death. Explores his philosophy and practice of non-violence; his contentious views on gender, sexuality, religion, and caste; his critique of British colonialism; and his own self-representations. Particular attention will be paid to Gandhi's own writings and to the contemporary writings of those who challenged him, and to his place within modern histories of political struggle. (Same as **Asian Studies 26.**)

History 28c,d. Seekers' Lives. Fall 2005. Kidder Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **Asian Studies 28.**)

Latin American Studies 17c,d. The Cuban Revolution. Fall 2004. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. This seminar offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **History 17.**)

Latin American Studies 24c,d. Contemporary Argentina. Fall 2005. Allen Wells.

Texts, novels, and films help unravel Argentine history and its culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 24.**)

[Philosophy 11c. Free Will.]

Philosophy 14c. Philosophy and Poetry. Fall 2005. Denis Corish.

What is the nature of poetry? This is a philosophical question, considered by using traditional and contemporary poems as examples. Also considers the relation of philosophy to poetry in the particularly interesting case of the condemnation of poetry by the Greek philosopher Plato.

Philosophy 21b. Becoming Modern. Fall 2004. Matthew Stuart.

See First-Year Seminar Clusters for description.

Philosophy 22c. Philosophy and Tragedy. Spring 2005. Denis Corish.

The basic question for this course is: What is tragedy, and why does it appeal to us? Works toward an answer by studying several tragedies together with Aristotle's *Poetics,* Plato's thoughts on poetry, and some modern commentaries. Emphasizes Greek tragedy, but also looks at some modern examples.

[Philosophy 25c. Science and Society.]

Physics 15a. Science Fiction, Science Fact. Fall 2004. Madeleine Msall.

Could we travel to the stars? Live forever? Fuse consciousness with a computer? Where does speculative fiction depart from reasonable projection of known science? Explores the technical plausibility of the scenarios of popular science fiction and their underlying assumptions about our relationship to technology.

Religion 15c,d. Religion, Violence, and Secularization. Fall 2004. Elizabeth Pritchard.

Introduces students to the rationales and repercussions of the rise of the modern secular nation state as a solution to "religious violence," one of the most pressing challenges of the contemporary world. In doing so, the course complicates the association of violence and backwardness with "religion" and peace and progress with "secularism." Topics include the demarcations of state and church and public and private, the relationship between skepticism and toleration, the rise of so-called "fundamentalism," the shifting assessments of the injuriousness of religious belief, speech and act, and the assumptions surrounding what it is that constitutes "real religion."

Religion 19c. Questioning the Modern. Spring 2005. Elizabeth Pritchard.

See First-Year Seminar Clusters for description.

Russian 21c. The Culture of Nationalism. Fall 2004. Raymond Miller.

Focuses on the cultural origin of nationalism in Eastern Europe. Readings include the poetry of the Slavic "National Renaissance" (ca. 1810–1848), various earlier and later writings, and some theoretical works. Working theories of nationalism are discussed and the roots of recent conflicts in Russia and the former Yugoslavia are explored, but the primary focus is on the literature.

Sociology 10b,d. Racism. Fall 2004. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

[13b. Epidemics and Society.]

Women's Studies 20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2005. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20.**)

Women's Studies 22c.The Woman's Film. Spring 2005. Aviva Briefel.

Explores cinematic texts that imagine their audience as female. Considers the techniques through which genres ranging from the melodrama, the screwball comedy, the musical and the "chick flick" construct female identities and position their spectators in relation to these identities. Also introduces students to film criticism. Films may include *All About Eve, All About My Mother, Eve's Bayou, Gentlemen Prefer Blondes, Stella Dallas,* and *Thelma and Louise.* Weekly screenings are required. (Same as **English 20.**)

[Women's Studies 21c. The Great Soviet Experiment through Film.]

FIRST-YEAR SEMINAR CLUSTERS

Modernity and Its Discontents. A year-long interdisciplinary seminar devoted to examining the experience of modernity from its inception to the present. Based on an examination of some of the most important literary and philosophical texts of the past 500 years, explores the manifestation of a distinctively modern sensibility in science, religion, morality, politics, the understanding of the self, and its relation to society. Several sections of the seminar are offered every year, and these sections are taught by faculty drawn from the departments of English, Government, Philosophy, and Religion. Students are required to enroll in each semester of the two-semester sequence and may choose courses from different disciplines among those offered. Detailed descriptions of the individual semesters follow.

Becoming Modern. Fall 2004.
English 11, Ann Kibbie; **Government 112,** Paul N. Franco; **Philosophy 21,** Matthew Stuart.

An examination of early modernity from Descartes to Rousseau. Topics include science, religion, politics, slavery, gender, the Enlightenment, satire, and the novel. Authors may include Descartes, Pascal, Hobbes, Locke, Behn, Defoe, Voltaire, Hume, Gibbon, Boswell, Rousseau, and Wollstonecraft.

Questioning the Modern. Spring 2005.
English 22, Peter Coviello; **Government 117,** Paul N. Franco; **Religion 19,** Elizabeth Pritchard.

An examination of late modernity from Kant to Nabokov. Topics include democracy, autonomy, race, gender, capitalism, morality, sexuality, religious experience, the Holocaust, and art. Authors may include Jefferson, Kant, Marx, Melville, Nietzsche, Wordsworth, Freud, DuBois, Woolf, Arendt, and Nabokov.

Prerequisite: **English 11, Government 112**, or **Philosophy 21.**

Gay and Lesbian Studies

Administered by the Gay and Lesbian Studies Committee;
Associate Professor Peter Coviello, *Chair*

(See committee list, page 325.)

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

201. Gay and Lesbian Studies. Every other year. Fall 2005. David Collings.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

291–294. Intermediate Independent Study. Every year. The Program.

Africana Studies

206b. Media Representations of Reality. Fall 2005. Kirk Johnson.
(Same as **Sociology 206.**)

Anthropology

[Anthropology 222b. Culture through Performance.]

Anthropology 237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.
(Same as **Women's Studies 237.**)

Anthropology 248b,d. Activist Voices in India. Spring 2005. Sara Dickey.
(Same as **Asian Studies 248** and **Women's Studies 246.**)

Asian Studies

248b. Activist Voices in India. Spring 2005. Sara Dickey.
(Same as **Anthropology 248** and **Women's Studies 246.**)

English

English 20c. The Women's Film. Spring 2005. Aviva Briefel.

English 241c. English Romanticism II: Romantic Sexualities. Fall 2004. David Collings.
(Same as **Women's Studies 241.**)

English 244c. Victorian Crime. Spring 2005. Aviva Briefel.
(Same as **Women's Studies 244.**)

English 252c. Victorian Narratives of Empire. Fall 2004. Aviva Briefel.

[English 263c. Modern British Literatures.]

English 271c. The American Renaissance. Every other year. Spring 2005. Peter Coviello.

[English 282c. Introduction to Literary and Cultural Theory.]

English 316c. Shakespeare's Sonnets. Spring 2005. William Watterson.

English 318c. The Sexual Child. Fall 2004. Peter Coviello.

English 326c. The Horror Film in Context. Fall 2004. Aviva Briefel.
(Same as **Women's Studies 328.**)

English 330c. Cultural Production during the Cold War. Fall 2004. Celeste Goodridge.

Sociology

Sociology 206b. Media Representations of Reality. Fall 2005. Kirk Johnson.
(Same as **Africana Studies 206.**)

[Sociology 219b. Sociology of Gender.]

Sociology 225b. The LGBTQ Movement: Identity, Politics, and Social Change. Fall 2004. Kimberly Clarke Simmons.
(Same as **Women's Studies 253.**)

[Sociology 252b. Sociology of Chronic Illness and Disability.]

Sociology 253b. Constructions of the Body. Spring 2006. Susan Bell.
(Same as **Women's Studies 253.**)

Women's Studies

[Women's Studies 219b. Sociology of Gender.]

Women's Studies 225b. The LGBTQ Movement: Identity, Politics, and Social Change. Fall 2004. Kimberly Clarke Simmons.
(Same as **Sociology 225.**)

Women's Studies 237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.
(Same as **Anthropology 237.**)

Women's Studies 241c. English Romanticism II: Romantic Sexualities. Fall 2004. David Collings.
(Same as **English 241.**)

Women's Studies 244c. Victorian Crime. Spring 2005. Aviva Briefel.
(Same as **English 244.**)

Women's Studies 246b,d. Activist Voices in India. Spring 2005. Sara Dickey.
(Same as **Anthropology 248** and **Asian Studies 248.**)

Women's Studies 252c. Victorian Narratives of Empire. Fall 2004. Aviva Briefel.
(Same as **English 252.**)

Women's Studies 253b. Constructions of the Body. Spring 2006. Susan Bell.
(Same as **Sociology 253.**)

[Women's Studies 263c. Modern British Literatures.]

Women's Studies 328c. The Horror Film in Context. Fall 2004. Aviva Briefel
(Same as **English 326.**)

Geology

Associate Professors	*Laboratory Instructors*
Rachel Beane	Cathryn Field
Edward Laine	Joanne Urquhart
Peter Lea, *Chair*	*Department Coordinator*
	Marjorie Parker

Requirements for the Major in Geology

The major consists of nine courses, including **Geology 101** and **202.** The remaining seven courses may include: a) one of **Geology 100, 103,** and/or b) up to two non-introductory science/math/anthropology courses listed as approved by the Geology Department; and/or c) other 200- or 300-level geology courses (**Geology 210, 220, 230, 241, 250, 260, 262, 265, 267, 271, 272, 275,** and **343**).

Note that independent study does not normally count toward the geology major. Geology majors also are advised that most graduate schools in the earth sciences require the equivalent of **Chemistry 109, Physics 103,** and **Mathematics 171.**

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 180.

Requirements for the Minor in Geology

The minor consists of four courses in geology, at least two chosen from **Geology 202, 220, 230, 241, 250, 260, 262, 265, 267, 271, 272, 275,** and **343.**

Introductory, Intermediate, and Advanced Courses

100a. Environmental Geology and Hydrology. Every spring. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100.**)

101a. Introduction to Physical Geology. Every fall. Fall 2004. Rachel Beane.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field trips explore rocks exposed along the Maine coast. At the end of the course, students complete a research project on Casco Bay geology.

103a. Marine Environmental Geology. Every fall. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. Two one-day weekend field excursions are required. (Same as **Environmental Studies 103.**)

202a. Mineralogy. Every spring. Rachel Beane.

Mineral chemistry and crystallography are explored through hand specimen identification, optical microscopy, scanning electron microscopy, energy dispersive spectrometry, and phase diagrams. Emphasis is placed on mineral associations, and on the genesis of minerals in igneous and metamorphic rocks.

Prerequisite: **Geology 101** or permission of the instructor.

210a. Water Quality in the Community. Spring 2005. Peter Lea.

Project-based course involving individual or small groups of students working with local governments, environmental organizations, and schools on topics of water quality and its relationship to natural and human processes. Examples of possible projects include water quality monitoring of impacted and non-impacted watersheds, analysis of water quality changes during storm run-off, and water quality of local lakes, ponds, wetlands, and springs. Prior to registration, interested students must consult the instructor on the nature and suitability of projects. May be repeated for credit with permission of the instructor.

Prerequisite: Permission of the instructor.

[220a. Sedimentary Geology.]

[230a. Geometrics.]

241a. Structural Geology. Fall 2004. Fall 2006. Rachel Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps, cross-sections, stereographic projections, strain analysis, and computer applications.

Prerequisite: **Geology 101** or permission of the instructor.

250a. Marine Geology and Tectonics. Fall 2004. Edward Laine.

The geological and geophysical bases of the plate-tectonic model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: Previous course in geology or permission of the instructor.

260a. Oceanography and Ocean History. Fall 2005. Edward Laine.

Introduction to the water masses, circulation, chemistry, and productivity of the modern oceans. Examination of the paleontological, stratigraphic, and geochemical methods used to reconstruct these characteristics through geologic history. Brief introduction to geologic time series. (Same as **Environmental Studies 260.**)

Prerequisite: Previous course in geology or permission of the instructor.

262a. Igneous and Metamorphic Petrology. Fall 2005. Rachel Beane.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. A class project introduces students to aspects of geologic research.

Prerequisite: **Geology 202.**

267a. Coastal Oceanography. Spring 2005. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Environmental Studies 267**.)

Prerequisite: Previous course in geology or permission of the instructor.

[271a. Coastal Processes and Landforms.]

272a. Glacial Processes and Landforms. Fall 2004. Peter Lea.

During recent ice ages, glaciers covered a third of the world's land area and had profound impacts on earth's landscapes and climates. Through classes, labs, field trips, and reading of the primary literature, this course examines the controls of current and former glacier distribution and movement, landforms, and landscapes of glacial and meltwater systems, and the interaction of glaciers and the earth's climate system.

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2005. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Environmental Studies 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

343a. Mountain Belts. Spring 2006. Rachel Beane.

Focuses on mountain belts formed during the Late Paleozoic continental collisions that led to the assembly of the supercontinent Pangea. Taught in a tutorial format that emphasizes discussion of current research by reading primary literature and by writing scientific essays.

Prerequisite: Previous 200-level geology course.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

German

Professors
Helen L. Cafferty
Steven R. Cerf, *Chair*
Assistant Professor
Birgit Tautz

Teaching Fellow
Leonardo Weyand
Department Coordinator
Abigail B. More

The German Department offers courses in three major areas: German language and culture, literature, and culture of the German-speaking countries, as well as German literature and culture in English translation. The program is designed for students who wish to become literate in the language and culture, as well as to gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **51, 52, 54, 56** and the others from **205–402.** Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

German Literature and Culture in English Translation

51c. The Literary Imagination and the Holocaust. Fall 2004. Steven Cerf.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism?

[52c. Myth and Heroic Epic of Europe.]

54c. Laugh and Cry! Post-World War II German Film. Spring 2006. Helen Cafferty.

An examination of cinema in Germany in the second half of the twentieth century. Critical reading of representative films from three major periods: the early postwar years, the era of New German Cinema, and the recent wave of acclaimed German comedies. An exploration of how contrasting strategies of representation (e.g., mainstream comedy or realism, documentary, and experimental filmmaking) construct German history and the Nazi past; social criticism in East and West Germany; and national identity, gender, race, and sexuality. Filmmakers such as Wicki, Staudte, Käutner, Fassbinder, Herzog, Sanders-Brahms, Schlöndorff, von Trotta, Sander, Wenders, Dörrie, Misselwitz, Bòetcher. Mandatory weekly evening screenings.

56c. Nazi Cinema. Spring 2005. Birgit Tautz.

A study of selected films made in Germany under the auspices of the Nazis (1933–1945). Illustrates that Nazi cinema was as much entertainment as it was overt propaganda in the service of a terror regime; therefore includes examples of science fiction, adventure films, and adaptations of literature, as well as anti-Semitic and pro-war feature films and documentaries. Examines three interrelated areas: 1) How Nazi cultural politics and ideology defined the role of cinema, 2) How the films produced in Germany between 1933 and 1945 supported and/or undermined the Nazi regime, and 3) How politics, manipulation, and propaganda work through entertainment. No knowledge of German is required.

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2004. Steven Cerf.

German 101 is the first language course in German and is open to all students without prerequisite. Three hours per week. Emphasis on four skills: speaking and understanding, reading, and writing. Introduces aspects of culture. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2005. Birgit Tautz.

Continuation of **German 101.** Equivalent of **German 101** is required.

203c. Intermediate German I. Every fall. Fall 2004. Birgit Tautz.

Three hours per week of reading, speaking, composition, and review of grammar. Continued emphasis on German culture. One hour of conversation and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II. Every spring. Spring 2005. Helen Cafferty.

Continuation of **German 203.** Equivalent of **German 203** is required.

205c. Advanced German. Every year. Fall 2004. Helen Cafferty.

Designed to further explore aspects of German culture while increasing oral fluency, writing skills, and comprehension. Equivalent of **German 204** is required. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

Literature and Culture Courses

All courses require the equivalent of **German 204.**

308c. Introduction to German Literature. Every year. Spring 2005. Steven Cerf.

Introduction to the critical reading of texts by genre: e.g., prose fiction, expository prose, lyric poetry, drama, opera, film, etc. Develops students' sensitivity to generic structures and techniques and introduces terminology for describing and analyzing texts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c. German Classicism. Fall 2005. Birgit Tautz.

Focus on the mid- to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). The maturing of Goethe, Schiller, and their comtemporaries into major exponents of German literary Idealism and its visions of community and nationhood. Investigation of texts in their historical context with appropriate cultural theory.

314c. German Romanticism. Spring 2006. Steven Cerf.

Examines the origins of the German Romantic movement in the first half of the nineteenth century and its impact on German culture (e.g., music and the other arts, philosophy, politics, popular culture, continued legacy of Romanticism in subsequent periods of German culture and literature). Focus on representative authors, genres, and themes such as romantic creativity, genius, horror, and fantasy.

315c. German Realism. Fall 2004. Birgit Tautz.

Examines representative texts and authors from mid- to late nineteenth century in a broad cultural, artistic, philosophical, and political context. The specific focus is on constructions of community (e.g., family, nation, but also political circles, artists' communities, early women's movement, etc.). Explores literary representations of these communities, as well as the ways in which fiction and non-fiction helped create these communities and/or threatened to undermine the communal spirit.

316c. German Modernism. Spring 2005. Steven Cerf.

Texts by the following German-language modernists are read: Kafka, Rilke, Thomas Mann, Brecht, and Zuckmayer. The following questions are addressed: How and why is literary Modernism rooted in urban settings? What narrative modes are used to deal with the interiority of modernist protagonists? How and why did Modernism become politicized with the rise of Fascism in the 1920s? How did Mann, Brecht, and Zuckmeyer transport their artistic concerns with them into exile? Relevant films and other complementary artistic and musical works will be considered throughout the semester.

317c. German Literature since 1945. Fall 2004. Helen Cafferty.

An exploration of how successive generations have expressed their relationship to the catastrophe of the Nazi past. Examines representative texts of East and West German writers/filmmakers in Cold War and post-unification contexts. A discussion of "Germanness" and German identity from several perspectives, including *Aufarbeitung der Vergangenheit,* the influence of the United States and the Soviet Union, the cultural significance of the American West and American popular culture, gender in the two Germanys, terrorism, and African-German and Turkish-German voices. Grass, Böll, Wolf, Müller, Dörrie, Fassbinder, Brussig, Ayim, Schlink, among others.

321c. Before and After the Wall: East German Traditions in Literature, Culture, and Film. Fall 2005. Helen Cafferty.

Examines the texts and traditions unique to East German culture and identity. Areas of exploration include the historical, political, and social context; the evolution of socialist art and its legacy; socialist interpretations of myth and history; failed revolution; coming of age themes; the socialist fairy tale. Also explores pre- and post-unification discourses on gender, ethnicity, sexuality, and East German identity. Authors/directors may include Brecht, Müller, Wolf, Kohlhaase, Emersleben, Biermann, Braun, Misselwitz, Beyer, Dresen.

398c. Seminar in Aspects of German Literature and Culture. Every spring. The Department.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and historical periods. This course may be repeated for credit with the contents changed.

Spring 2005. **Contested Discourse: German Popular Film and Culture since Unification.** Helen Cafferty.

In 1989 the fall of the Berlin wall signaled the end of the Cold War and a divided Germany. Since then a new generation of filmmakers has emerged; the art house film of New German Cinema has given way to a German popular film that has increasingly contested contemporary political, social, and cultural issues. These include contemporary modes of *Vergangenheitsbewältigung* with regard to World War II and the Holocaust; East-West perspectives on history and German identity; *Ostalgie* and *Westalgie;* the role of Berlin as a hot spot for contested discourse; and constructions of sexuality, race, ethnicity, and gender. Emphasis on the historical context of post-unification film and critical film-reading skills. Consideration of popular genre strategies such as comedy, action, thriller, and melodrama, as well as the genesis of individual films. Directors/films may include Färberbock, *Aimee und Jaguar;* Link, *Nirgendwo in Afrika;* von Trotta, *Das Versprechen;* Beyer, *Nikolaikirche;* Dresen, *Nachtgestalten;* Misselwitz, *Engelchen;* Carow's *Coming Out;* Sönkemann, *Der bewegte Mann;* Dörrie, *Keiner liebt mich;* Sanoussi-Bliss, *Zurück auf los;* Roehler, *Die Unberührbare;* Danquart, *Heimspiel;* Störrs, *Berlin is in Germany;* Moore, *Plus Minus Null;* Tykwer, *Lola rennt;* Haußmann, *Sonnenallee;* Becker, *Good Bye Lenin!*

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Government and Legal Studies

Professors
Paul N. Franco
Janet M. Martin**
Richard E. Morgan
Christian P. Potholm
Allen L. Springer, *Chair*
Jean M. Yarbrough
Assistant Professor
Dov Waxman†
Visiting Assistant Professor
Richard M. Skinner
Instructor
Laura A. Henry
Visiting Instructor
Shelley M. Deane

Joint Appointments with Asian Studies
Associate Professor Henry C. W. Laurence
Assistant Professor Lance Guo†
Visiting Instructor William J. Hurst
Joint Appointment with Africana Studies
Assistant Professor Mingus Mapps
Joint Appointment with Environmental Studies
Senior Lecturer DeWitt John
Adjunct Lecturer
George S. Isaacson
Department Coordinator
Lynne P. Atkinson

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 105, 111, 113, 115, 116, 150, 201, 202, 203, 204, 205, 209, 210–211, 212, 213, 216, 217, 255, 302, 303, 304,** and **306.**

Comparative politics: **Government 114, 119, 120, 221, 222, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 236, 237, 268, 284, 332, 333, 335, 337,** and **365.**

Political theory: **Government 106, 108, 109, 112, 117, 240, 241, 242, 243, 244, 245, 246, 248, 249, 250, 341, 343, 345, 346,** and **347.**

International relations: **Government 103, 111, 114, 160, 225, 226, 228, 233, 236, 260, 261, 263, 265, 266, 267, 268, 270, 274, 284, 302, 335, 336, 337, 361, 363, 365** and **366.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.
2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.
3. **Government 214, 219, 239, 262, 264, Environmental Studies 240,** while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.
4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.

5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses taken on a Credit/D/Fail basis may not be used to fulfill major/minor requirements.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 137–45.

103b. The Pursuit of Peace. Fall 2004. Allen L. Springer.

[105b. American Politics: Representation, Participation, and Power.]

106b. Fundamental Questions: Exercises in Political Theory. Spring 2005. Jean M. Yarbrough.

[108b. Human Being and Citizen.]

111b. The Korean War. Fall 2004. Christian P. Potholm.

112b. Becoming Modern. Fall 2004. Paul N. Franco.
(See First-Year Seminar Clusters for description.)

114b. Democracy and Democratization. Fall 2004. Laura A. Henry.

117b. Questioning the Modern. Spring 2005. Paul N. Franco.
(See First-Year Seminar Clusters for description.)

119b,d. East Asian Politics: Introductory Seminar. Fall 2004. Henry C. W. Laurence.

Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

120b. Introduction to Comparative Government. Fall 2004. William J. Hurst.

Governments in many different countries face common problems—how to achieve economic prosperity and political security while tackling a host of other policy issues such as education, health care, defense, crime, environmental protection, welfare, the protection of minority rights and the promotion of social equality, and so on. Examines how, and most importantly, *why* different countries come up with different solutions to these and other problems.

150b. Introduction to American Government. Fall 2004. Richard M. Skinner.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Fall 2004. Shelley M. Deane

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge on the one hand, and theoretical understanding on the other. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first and second year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions to determine whether previous background or sophomore, junior, or senior standing is necessary.

201b. Law and Society. Spring 2005. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

[202b. The American Presidency.]

203b. American Political Parties. Fall 2004. Richard M. Skinner.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era with weak to nonexistent parties. Explores and challenges this conventional wisdom.

204b. Congress and the Policy Process. Fall 2004. Janet M. Martin.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

205b. Campaigns and Elections. Fall 2004. Mingus Mapps.

Introduces current theories and controversies concerning political campaigns and elections in the United States. Takes advantage of the fact that the class meets during the heart of the 2004 presidential and congressional campaigns. The primary goal is to use concepts from the political science literature on elections to develop insight into President Bush's reelection campaign and the battle over control of Congress. Readings are organized around two themes. First, students are expected to follow journalistic accounts of the 2004 campaigns closely. A second set of readings introduces political science literature on campaigns and elections. These readings touch upon a wide range of themes, including the early New England presidential primaries, campaign finance, voting behavior, polling, media strategy, incumbency and coat-tail effects, the Electoral College, and trends in partisan realignment.

209b. Introduction to Political Behavior. Spring 2005. Richard M. Skinner.

Examines the political behavior of ordinary citizens. Begins with a broad focus on citizen participation, knowledge, social capital, and political decision-making. Then moves to more in-depth exploration of the politics of interest groups.

210b. Constitutional Law I. Every fall. Fall 2004. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

Prerequisite: **Government 150** or **250**, or permission of the instructor.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2005. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

212b. Race and American Political Development. Fall 2004. Mingus Mapps.

Examines theories of race, historical perspectives on race in America, black political thought and public opinion, black political participation, and contemporary issues in black politics. Concludes with a set of readings that encourages students to think about the future of racial politics in the United States. (Same as **Africana Studies 103.**)

213b. Race, Inequality, and Social Policy. Spring 2005. Mingus Mapps.

Explores the causes, consequences of, and possible solutions to economic inequality in the United States. Studies the puzzling and troubling persistence of poverty in the United States, one of the richest nations in the history of the world. Notes stark economic divisions of American society despite tenets of political and social equality central to the American creed. Studies the growing economic gap between rich and poor and the changing profile of poverty, with increasing over-representation of women, young people, and racial minorities among the poor. A wide variety of readings provides historical perspectives to explain these trends, while other material presents social scientific explanations of the causes and consequences of poverty. Encourages students to formulate their own ideas about the causes of and solutions to economic inequality in the United States. (Same as **Africana Studies 213**.)

214b. Environmental Policy and Politics. Every year. Fall 2004. DeWitt John.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States, as well as new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development, and environmental policies and politics in other countries. Includes intensive study of specific local and global issues such as air and water pollution, land conservation, or the reduction and management of wastes. (Same as **Environmental Studies 202.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

216b. Maine Politics. Every fall. Fall 2004. Christian P. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

217b. Interest Groups. Spring 2005. Richard M. Skinner.

A suvey of the many ways in which interest groups affect the American political system, including how t hey participate in congressional and presidential elections and how they lobby the executive, legislative, and judicial branches. Also examines how interest groups form, why people join them, and how they stay in business.

219c. Law and Education. Every other year. Fall 2005. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. This course analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Education 250.**)

221b. Division and Consensus: The Government and Politics of Ireland. Spring 2005. Shelley M. Deane.

Aims to familiarize students with the contemporary politics and political history of the two jurisdictions on the Island of Ireland. Seeks to provide students with an understanding of the political institutions in Ireland north and south; studies constitutional and public policy issues such as church and state, while providing the means to critically assess the relevance of social science theories of nationalism, religion, and conflict resolution to the Ireland case.

[224b. West European Politics.]

225b. The Politics of the European Union. Spring 2005. Laura A. Henry.

Explores the historical foundations, scope, and consequences of European political and economic integration since 1951. Examines how the European Union's supranational political institutions, law, and policies developed and how they affect the domestic politics of member states. Considers challenges faced by the European Union: enlargement to include Eastern European members, the rise of far right parties, the loss of national sovereignty and the "democratic deficit," the creation of a European identity, and the development of a constitution and a coordinated foreign policy.

226b,d. Middle East Politics. Spring 2005. Shelley M. Deane.

Provides an introduction to the politics of the Middle East region. Begins with a brief overview of the history of the region, focusing on the period since the end of World War I and the collapse of the Ottoman Empire. Proceeds to examine a number of topics of importance in the contemporary politics of the region. Some of the major topics addressed are colonialism and its legacy; nationalism; religion and politics; authoritarianism, democratization, and civil society; politics of women and gender; ethnicity and sectarianism; regional security and the role of outside powers. Presupposes no previous knowledge of the region.

227b,d. Chinese Politics. Fall 2004. William J. Hurst.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Asian Studies 227.**)

[228b,d. Chinese Foreign Policy.]

229b,d. Politics of Southeast Asia. Fall 2005. Lance Guo.

Starts with a survey of the political landscape of tropical Southeast Asia and proceeds to investigate the fundamental forces driving political changes in this region of rich diversity in culture, religion, ethnicity, mystic beliefs and political traditions. Topics include colonialism and nation building, regime legitimacy, political protests (often spearheaded by college students) and ethnic conflicts, the different responses to the challenges of modernization, causes and consequences of rapid economic growth, and the attempts by political elites at "culturally bounded and historically specific" human rights and democracy as a defensive strategy against Western ideological hegemony. (Same as **Asian Studies 229.**)

230b. Post-Communist Russian Politics and Society. Fall 2004. Laura A. Henry.

Explores the most dramatic political event of the twentieth century: the collapse of Soviet communism and its political aftermath. Begins by examining the Soviet system and the political and social upheaval of the late Soviet period. Proceeds to investigate the challenges of contemporary Russian politics, including the halting process of democratization, the difficulties of economic liberalization, looming demographic and environmental crises, the loss of superpower status, and the search for national identity. Comparisons are made with other countries in the post-communist region.

232b,d. Japanese Politics and Society. Fall 2004. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Asian Studies 282.**)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2005. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

234b,d. Contentious Politics: Social and Political Change in East and Southeast Asia. Spring 2005. William J. Hurst.

The study of social movements and contentious politics has traditionally been rather heavily focused on Western European, North American, and politically pluralist contexts. It has also traditionally been rather weak in the analysis of outcomes and effects of contentious action, focusing instead on its causes and genesis. After examining some of the most enduring debates from the wider social movements field, examines both the causes and effects of contentious political activity across several key — mostly authoritarian — states and periods in East and Southeast Asia. Specifically, focuses on social movements and contentious politics over the past thirty years in South Korea, Taiwan, the People's Republic of China, and Indonesia. (Same as **Asian Studies 234.**)

[237b. Israeli Politics and Society.]

239b. Comparative Constitutional Law. Fall 2004. George S. Isaacson.

A comparative examination of constitutional principles and constitutional processes in democratic and non-democratic countries. Explores the roles that constitutions play in shaping civil society and defining the relationship between governments and the people they govern. Compares American constitutional law with that of other nations to scrutinize alternative models of governance, and to gain new perspectives regarding the legal foundations for the protection of individual rights. Special attention given to the constitutions of Canada, India, Germany, South Africa, Israel and the People's Republic of China, along with that of the United States. Structural issues include consideration of executive-legislative separation of powers, constitutional courts, federalism and church-state relations. Discusses arguments in favor of and against a written Bill of Rights, as well as such specific issues as political dissent, hate speech, religious belief, reproductive choice, racial and gender discrimination, public welfare, privacy, and police investigative powers.

240b. Classical Political Philosophy. Fall 2004. Jean M. Yarbrough.

Examines the answers of Plato and Aristotle to the most pressing human questions: What is the best way to live? What is the relationship of the individual to the political community? What is justice, and how important is virtue in perfecting the individual? What does justice require for women? What is friendship? Readings include *Apology and the Republic,* as well as Aristotle's *Politics, Ethics, and Rhetoric.*

[241b. Modern Political Philosophy.]

244b. Liberalism and Its Critics. Fall 2004. Paul N. Franco.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, and Nietzsche.

245b. Contemporary Political Philosophy. Spring 2005. Paul N. Franco.

A survey of political philosophy in Europe and the United States since 1945. Examines a broad array of topics, including the revival of political philosophy, relativism, rationalism, contemporary liberal theory, communitarianism, conservatism, multiculturalism, feminism, and postmodernism. Authors may include Strauss, Arendt, Oakeshott, Berlin, Hayek, Rawls, Sandel, Taylor, Walzer, Okin, Habermas, and Foucault.

Prerequisite: One course in political philosophy, or permission of the instructor.

[246b. Religion and Politics.]

[249b. Eros and Politics.]

250b. American Political Thought. Fall 2004. Jean M. Yarbrough.

Examines the political thought of American statesmen and writers from the founding to the twentieth century. Readings include the *Federalist Papers,* the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W.E.B. Du Bois, Booker T. Washington, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and others.

[255b. Quantitative Analysis in Political Science.]

260b. International Law. Fall 2004. Allen L. Springer.

The modern state system, the role of law in its operation, the principles and practices that have developed, and the problems involved in their application.

[262b. Environmental Politics and Policy in Maine.]

[263b. International Environmental Policy.]

264b. Energy, Climate, and Air Quality. Spring 2005. DeWitt John.

Examines how the United States, as well as states, communities, businesses, and nonprofits, address climate change. Explores the recent politics of energy, climate, and air quality, as well as how policies and politics might change in the future. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. Also examines how international treaties have influenced national and sub-national policies. (Same as **Environmental Studies 264**.)

Prerequisite: **Environmental Studies 202** or permission of the instructor.

265b. International Political Economy. Spring 2005. Henry C. W. Laurence.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the political consequences of international trade and global finance at both the national and international level. Examines conflicts and cooperation in international economic relations and the effects of globalization on social structures, on inequality, and on national sovereignty. No previous experience in economics needed.

266b. Political Economy of Development. Spring 2005. William J. Hurst.

Surveys and examines the main debates in the study of the political economy of development — i.e., the politics of economic growth, stagnation, and crisis in developing or "underdeveloped" countries. Focuses especially on the changing nature of the international economy and its impact on domestic and local economies, the "formalization" or "informalization" of economic activity in developing countries, and on the ways in which states make choices about their development policies and trajectories. Although the emphasis is on the theoretical literature, the course includes case studies from Asia, Latin America, and Africa.

267b,d. International Relations in East Asia. Fall 2005. Lance Guo.

Examines international relations in East Asia (including both Northeast and Southeast Asia) from a regional perspective while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies, nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, the South China Sea and the associated foreign policy issues; broad trends and recent development in the areas of trade, investment, and regional integration. (Same as **Asian Studies 267**).

268b. Bridging Divisions: Ethnonational Conflict Regulation. Fall 2004. Shelley M. Deane.

Aims to consider the devices used for the regulation of national and ethnic conflicts. Seeks to provide students with an understanding of the tools available to states and policy makers to regulate conflict through an examination of divided territories and societies such as Yugoslavia, Northern Ireland, Israel-Palestine, Cyprus, and Rwanda. Considers the definitional and theoretical controversies associated with the conflict regulation and resolution literature.

270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction. Spring 2005. Allen L. Springer.

Examines the history and conduct of American foreign policy. Analyzes the impact of intragovernmental rivalries, the press, public opinion, and interest groups on the policy-making process, and provides case studies of substantive foreign policy issues.

[274b. Theories of International Relations.]

291b–294b. Intermediate Independent Study. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

303b. The Law and Politics of Freedom of Speech. Fall 2004. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Fall 2004. Janet M. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

[306b. Controversies in Political Behavior.]

307b. Race and Representation. Spring 2005. Mingus Mapps.

Explores a question that has been central to American politics since the founding of the Republic: does the American political system provide for the fair representation of minorities? The primary goal is to develop thoughtful answers to that question. Early readings review ideas philosophers have developed about political representation, which provide the theoretical framework for examining current problems in political representation. Explores a wide range of debates, including disputes over the representation of racial minorities in American politics, the accuracy of the United States census, and the impact alternative voting systems might have on political representation. Although readings primarily focus on the experience of racial minorities in the United States, the issues explored are relevant to a wide range of political minorities, and to those interested in how to build just democracies in diverse and complex societies. (Same as **Africana Studies 307.**)

321b. Social Protest and Political Change. Spring 2005. Laura A. Henry.

Analyzes the role of social protest in generating political change on issues such as civil rights, environmentalism, women's rights, indigenous rights, and globalization. Begins by considering different theoretical approaches to understanding the emergence and effectiveness of social movements and non-governmental organizations. Then engages in comparative analysis of social protest in Europe, the United States, Latin America, and elsewhere, paying particular attention to the advantages and risks of the increasingly transnational nature of social activism.

332b,d. Advanced Seminar in Japanese Politics. Spring 2005. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

[333b,d. Advanced Seminar in Chinese Politics.]

[335b,d. Advanced Seminar on East Asia.]

[337b,d. Advanced Seminar in Human Rights and Democracy in East Asia.]

341b. Advanced Seminar in Political Theory: Tocqueville. Spring 2005. Jean M. Yarbrough.

More than 150 years after its publication, *Democracy in America* remains the most powerful sympathetic critique of modern liberal democracy ever written. Careful reading of the text and selected secondary sources leads to examination of Tocqueville's analysis of the defects to which the democratic passion for equality gives rise and consideration of possible solutions that, in contrast to the Marxist and Nietzschean critiques, aim at preserving the liberal democratic way of life.

[345b. The Political Philosophy of German Idealism: Kant to Hegel.]

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2005. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice. Spring 2005. Allen L. Springer.

Examines the complex relationship between law and policy in international relations by focusing on two important and rapidly developing areas of international concern: environmental protection and humanitarian rights. Fulfills the ES senior seminar requirement. (Same as **Environmental Studies 363.**)

Prerequisite: **Government 260, 261,** or **263,** or permission of the instructor.

[366b. Theories of International Relations.]

401b–404b. Advanced Independent Study and Honors. The Department.

History

Professors
Daniel Levine*
Allen Wells, *Chair*
Associate Professors
Paul Friedland
Sarah F. McMahon
Patrick J. Rael
Susan L. Tananbaum
Assistant Professors
Dallas G. Denery II
K. Page Herrlinger

Joint Appointment with Africana Studies
Associate Professor
Randolph Stakeman
Joint Appointments with Asian Studies
Professor Kidder Smith
Associate Professor
Thomas Conlan
Assistant Professor
Rachel Sturman

Joint Appointments with Environmental Studies
Assistant Professor
Matthew Klingle†
Visiting Assistant Professor
Connie Y. Chiang
Department Coordinator
Charlotte H. Magnuson

Requirements for the Major in History

The departmental offerings are divided into the following fields: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which at least four and no more than five courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.

2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.

3. At least three courses taken from two of the following fields: Africa, East Asia, Latin America, or South Asia.

4. One pre-modern course.

5. No more than two courses numbered below 200 can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.

6. Students must obtain a minimum course grade of C- to receive credit toward the major.

7. Students may not count Credit/D/Fail courses toward the major.

8. Students participating in off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major, but no more than two can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors will enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major. Students may not count Credit/D/Fail courses toward the minor. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

Curriculum

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered **200–287.**

Intermediate seminars, listed beginning on page 173, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 175, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 137–45.

11c. Memoirs and Memory in American History. Spring 2005. Connie Chiang.

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2004. Sarah McMahon.

15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

(Same as **Environmental Studies 15.**)

17c,d. The Cuban Revolution. Fall 2004. Allen Wells.

(Same as **Latin American Studies 17.**)

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2005. Susan L. Tananbaum.

(Same as **Women's Studies 20.**)

21c. Players and Spectators: History, Culture, and Sports. Fall 2004. Susan L. Tananbaum.

24c,d. Contemporary Argentina. Fall 2005. Allen Wells.

(Same as **Latin American Studies 24.**)

26c,d. Gandhi and His Critics. Fall 2004. Rachel Sturman.

(Same as **Asian Studies 26.**)

28c,d. Seekers' Lives. Fall 2005. Kidder Smith.

(Same as **Asian Studies 28.**)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **208, 209, 210, 211, 212, 228, 235, 247, 249, 253, 257, 281, 285, 286**, and **288**, and advanced problems courses, see pages 173–75.

60c. Introduction to Historical Writing. Fall 2004. Patrick Rael.

Seminar course focusing on skills necessary for analytic and critical writing, with special attention to drafting and revision of student essays. Provides practice in basic research and analytical skills required for working in history (and to a lesser degree other social sciences and humanities), and addresses basic grammar problems frequently encountered in college-level essays. Does not count toward the major or minor in history.

[125c. Entering Modernity: European Jewry.]

126c. The Making of Modern Europe, 1848-1918. Spring 2006. Page Herrlinger.

Technological innovations of the nineteenth-century Industrial Revolution brought about dramatic transformations in virtually every sphere of European life, resulting in the birth of the modern mass society in which we still live today. This survey course explores the European fascination with industrial "progress," along with the possibilities it promised and the many new questions and problems that it raised. Concludes with an extensive examination of the First World War, which demonstrated not only the awesome power brought to man through modern technology, but also the equally awesome responsibilities that came along with it.

139c. The Civil War Era. Fall 2004. Patrick Rael.

Examines the coming of the Civil War and the war itself in all its aspects. Considers the impact of changes in American society on the coming of the war, the sectional crisis and breakdown of the party system, the practice of Civil War warfare, and social ramifications of the conflict. Includes readings of novels and viewing of films. Students are expected to enter with a basic knowledge of American history, and a commitment to participating in large class discussions. (Same as **Africana Studies 139.**)

[140c,d. War and Society.]

142c. The United States since 1945. Spring 2005. Daniel Levine.

Consideration of social, intellectual, political, and international history. Topics include the Cold War; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice. Limited to first- and second-year students. Others may enroll at the start of the semester, if room is available.

[180c,d. Living in the Sixteenth Century.]

201c. History of Ancient Greece: Bronze Age to the Death of Alexander. Spring 2006. The Department.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.) to the death of Alexander the Great in 323 B.C. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **Classics 211**.)

202c. Ancient Rome. Spring 2005. Irene Polinskaya.

Surveys the history of Rome from its beginnings to the fourth century A.D. Considers the political, economic, religious, social, and cultural developments of the Romans in the context of Rome's growth from a small settlement in central Italy to the dominant power in the Mediterranean world. Special attention is given to such topics as urbanism, imperialism, the influence of Greek culture and law, and multiculturalism. The course introduces different types of sources—literary, epigraphical, archaeological, etc.—and students learn how to use them as historical documents. (Same as **Classics 212.**)

204c. Science, Magic, and Religion. Spring 2005. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft and Renaissance hermeticism. (Same as **Religion 204**.)

[205c. A History of the Body.]

206c. Early Modern Europe. Fall 2004. Dallas Denery.

A survey of European culture and society from the later Middle Ages to the origins of the Enlightenment.

216c. The French Revolution. Fall 2005. Paul Friedland.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, the focus turns to exploration of the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards race and gender). Uses texts and images produced by the Revolutionaries themselves whenever possible.

218c. The History of Russia, 1825–1953. Fall 2004. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from 1825 to 1953. Among topics explored through novels, autobiographies, film, and other primary documents are: life in "Old Regime" Russia, attempts at reform and modernization in the late nineteenth century, the rise of the revolutionary movement and the Revolutions of 1905 and 1917, the building of socialism under the Bolsheviks, and the making of the modern "Soviet system" under Stalin.

[219c. Russia's Twentieth Century: Revolution and Beyond.]

220c. Judaism, Christianity, and Antisemitism. Spring 2005. Susan L. Tananbaum.

An analysis of the persistence of anti-Jewish attitudes through history, with a special emphasis on the Hitler regime's attempt to destroy European Jews and their culture. Beginning with a brief overview of the Greco-Roman world and medieval Europe, emphasizes the rise of racial and political antisemitism and the experiences of victims, bystanders, and perpetrators of the Holocaust. Readings focus on primary texts and secondary analysis. Students have the opportunity to develop individual research projects.

221c. History of England, 1485–1688. Spring 2006. Susan L. Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics for consideration include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

223c. Modern Britain, 1837 to the 1990s. Fall 2004. Susan L. Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

224c. The Modern Middle East: The Arab-Israeli Conflict. Fall 2005. Susan L. Tananbaum.

A historical overview of the Middle East during the nineteenth and twentieth centuries, with particular emphasis on the Arab-Israeli conflict. Focuses on the disintegration of the Ottoman Empire, the role of Islam, British rule in the region, Palestine, Jewish and Arab nationalism, and the *intifada*, and ends with a discussion of peace initiatives.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Fall 2005. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors — geography, natural resources, politics, industrialization,transportation, planning, and architectural design — are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **Environmental Studies 227**.)

230c. Interpretations of American History. Spring 2006. Daniel Levine.

Considers four or five topics from the American Revolution to the present, as related to social change, including the American Revolution, slavery, Jacksonian democracy, the cold war, and the philosophy of history. Students read different works on the same subject and discuss how and why historians come to different conclusions about the same subject. Many history majors have found this course crucial because of its emphasis on critical reading and because it deals explicitly with the philosophy of history and historiography. Non-majors may find the course useful as a review survey of American history and for practice in reading analytically and writing critical essays. *Students should not buy books before the first class, since not all students will read each book.*

231c. Social History of Colonial America, 1607–1763. Spring 2006. Sarah McMahon.

A study of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of various goals and expectations on the development of the thirteen colonies; the gradual transformation of European, Native American, and African cultures; and the later problems of colonial maturity and stability as the emerging American society outgrew the British imperial system.

232c. History of the American West. Fall 2004. Connie Chiang.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232**.)

233c. American Society in the New Nation. Fall 2004. Sarah McMahon.

A social history of the United States from the Revolutionary era through the age of Jackson. Topics include the social, economic, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of an American identity; and the diverging histories of the North, South, and West in the early nineteenth century.

234c. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Spring 2005. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? This course will begin with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. The second part of the course will explore more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **Women's Studies 235**.)

236c,d. The History of African Americans, 1619–1865. Spring 2005. Patrick Rael.

Examines the history of African Americans from the origins of slavery in America through the death of slavery during the Civil War. Explores a wide range of topics, including: the Old World contexts to slavery in North America, the Atlantic slave trade, the emergence of plantation society, control and resistance on the plantation, the culture and family structure of enslaved African Americans, free black communities, and finally, the coming of the Civil War and the death of slavery. Sources include important slave narratives and several films. (Same as **Africana Studies 236**.)

[237c,d. The History of African Americans from 1865 to the Present.]

240c,d. Motown to Hip Hop: Black Culture and Society in the Post-Civil Rights Era. Spring 2005. Mr. Stakeman.

A look at the relationship between music and social conditions from the apex of the Civil Rights Movement in 1963 to the present. Looks at both the political economy of music production and the cultural meanings of the music and its relation to social conditions. (Same as **Africana Studies 205.**)

Prerequisite: Previous course in Africana studies or history.

242c. Environmental History of North America. Fall 2005. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the impact of nature on human events. Topics include the "Columbian exchange," race and class relations, gender and labor, the role of science and technology, the influence of the westward expansion and colonialism, politics, urbanization, and the changing understandings of "nature" in North American cultures. (Same as **Environmental Studies 242.**)

243c. The Civil Rights Movement. Fall 2005. Daniel Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **Africana Studies 241**.)

244c. City, Anti-City, and Utopia: Building Urban America. Fall 2004. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **Women's Studies 245.**)

246c. Women in American History, 1600–1900. Fall 2005. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, focusing on family responsibilities, paid and unpaid work, education, ideals of womanhood, women's rights, and feminism. Class, ethnic, religious, and racial differences—as well as common experiences—are explored.

248c. Family and Community in American History. Spring 2005. Sarah McMahon.

Examines the American family as a functioning social and economic unit within the community from the colonial period to the present. Topics include gender relationships; the purpose of marriage; philosophies of child-rearing; demographic changes in family structure; organization of work and leisure time; relationships between nuclear families and both kinship and neighborhood networks; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life.

252c,d. Colonial Latin America. Fall 2004. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252**.)

255c,d. Modern Latin America. Fall 2005. Allen Wells.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements.

256c,d. Environment and Society in Latin America. Spring 2006. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256.**)

258c,d. Latin American Revolutions. Spring 2005. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **Latin American Studies 258**.)

[259c,d. History of South Asia.]

261c,d. Modern South Asia. Fall 2004. Rachel Sturman.

Chronological and thematic introduction to the history of South Asia from the rise of the Mughal Empire to the present. Topics include early modern state formation, Mughal society and cultural forms, the rise of British imperial power, colonial economy and society, the emergence of anti-colonial nationalism, independence and partition, secularism and religious fundamentalisms, and democracy and inequality in post-colonial South Asia. (Same as **Asian Studies 256.**)

263c,d. Politics and Popular Culture in Twentieth-Century India. Spring 2005. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, the partition of the subcontinent and communities of violence, urbanization and the creation of new publics, modern visual culture, democracy, caste, gender and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communcation. (Same as **Asian Studies 258.**)

265c,d. The History of South Africa. Fall 2004. Randolph Stakeman.

An introduction to the political and economic processes that have shaped black/white relations and an examination of the prospects for the development of a successful multi-racial society, economic development, and political stability. (Same as **Africana Studies 265.**)

267c,d. Africa Since 1850. Spring 2005. Randolph Stakeman.

An examination of the most important events of the past 150 years that have shaped today's Africa. Topics include the East African slave trade and the end of slavery in Africa, Islamic jihads and states, European conquest and forms of resistance and collaboration, the nature of colonial rule, the emergence of cash cropping and (forced) migrant labor, African nationalism and "flag" independence, the rise and fall of Apartheid, and the political troubles of post-independence Africa. (Same as **Africana Studies 267.**)

270c,d. An International History of Modern Korea, 1600–1950. Spring 2005. Tae Yang Kwak.

A survey of the cultural, political, and social impact of Korea's internationalization from early modern times to the contemporary period. Studies dynastic change in China, invasion from Japan, and Western imperialism, as well as domestic Confucianization in the context of the modern transformation of Korea. Aims to introduce Korean history to those students with little or no exposure to Korea and to challenge commonly held assumptions by those that do. (Same as **Asian Studies 224.**)

[271c,d. The Material Culture of Ancient China.]

272c,d. Cosmic Sexualities in East and South Asian Cultures. Fall 2004. Kidder Smith.

Examines conceptions of the cosmos based on sexual metaphors in the cultures of China, Tibet and India, especially the Daoist, Buddhist and Hindu traditions. Emphasis on how human social realities shape and are shaped by systems of belief. Topics include the varying complementarities of yin-yang, yab-yum, and Siva-Sakti. (Same as **Asian Studies 272.**)

273c,d. A Social History of Shamanism in East Asia. Fall 2005. Kidder Smith.

What kinds of societies foster shamanic practice? How do variant social structures give rise to analytically similar religious activity? Studies the cultures of Siberia, ancient China, medieval Japan, and premodern Tibet against the larger patterns of shamanic practices in other parts of the world. (Same as **Asian Studies 273.**)

Prerequisite: Any one of the following: **Asian Studies/History 28, Asian Studies 81, Asian Studies/History 276, Religion 101,** or permission of the instructor.

274c,d. Chinese Poetry and Society. Fall 2005. Kidder Smith.

Examines Chinese poetry from early times through its great flourishing in the Tang dynasty (618–906), situating it in its social, political, and religious contexts. Students who have previously enrolled in this course cannot repeat the course for credit. (Same as **Asian Studies 274.**)

[276c,d. A History of Tibet.]

283c,d. The Origins of Japanese Culture and Civilization. Fall 2004 and Fall 2005. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. We try to reconstruct the tenor of life through translations of primary sources, and gain a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283.**)

284c,d. The Emergence of Modern Japan. Spring 2005 and Spring 2006. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the post-war recovery. (Same as **Asian Studies 284.**)

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

208c. The History of History. Fall 2004. Dallas Denery.

Seminar. What is history and how do we come to know it? Does history follow a plan and, if so, what sort of plan? Examines the practice of historical inquiry from the ancient world to Marx with particular emphasis on the way in which religious thought has shaped conceptions of history. Topics include apocalyptic history, conspiracy theory, and the idea of progress.

Prerequisite: one previous course in history.

209c. Cultures of Deception: The Court in European History. Spring 2005. Dallas Denery.

Seminar. Often looked upon as the source of European (indeed, Western) notions of civility and etiquette, the court was also a place of intrigue, gratuitous backstabbing, and grand deception. Examines the trajectory of the noble court from the early Middle Ages through the end of the Ancien Régime, with particular attention to its role in the construction of early modern notions of the subject.

210c. Modernity and Its Critics. Fall 2005. Paul Friedland.

Seminar. Explores the concept of modernity through the eyes of its greatest critics. Authors read include Rousseau, Burke, Dostoevsky, Nietzsche, Marx, Weber, Kafka, Freud, Benjamin, Adorno, Hokheimer, Heidegger, and Foucault.

211c. Holocaust: History and Historiography. Spring 2006. Susan L. Tananbaum.

Seminar. Explores several topics in the history of the Holocaust. Considers the European context and Jewish life in Europe on the eve of World War II. In particular, reviews historical debates in order to understand differing interpretations of the past. Topics include anti-Semitism, responses of surrounding populations, Jewish leadership, resistance, and the role of the Church.

Prerequisite: Previous course in European or Jewish history, or permission of the instructor.

212c. The Eighteenth Century and the Birth of Modern Thought. Fall 2004. Paul Friedland.

Seminar. At the beginning of the eighteenth century in Europe, criminals were tortured in public, witches were still being prosecuted, and Jews and other pariahs were marked with special badges. By mid-century, these practices were under attack by a cultural and intellectual revolution known as "The Enlightenment." Through reading circles, coffee houses, and salons where philosophers gathered to discuss the latest ideas, a new system of rationality spread throughout Europe (and, eventually, much of the world). Explores this radical shift in thought and culture that destroyed the old way of thinking and ushered in an "age of reason" that has dominated Western thought to the present day.

228c. Medicine, Public Health, and History. Spring 2005. Susan L. Tananbaum.

Seminar. Explores major medical development in Europe and America. Analyzes social, cultural, and historical factors that influence our perceptions of sickness, health, patients, practitioners, and medical treatment.

Prerequisite: One previous course in European or American history.

235c. Green Injustice: Environment and Equity in North American History. Fall 2005. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **Environmental Studies 235**.)

247c. Maine: A Community and Environmental History. Spring 2005. Sarah McMahon.

Seminar. Examines the evolution of various Maine ecological communities—inland, hill country, and coastal. Begins with pre-colonial habitats and the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of those communities through the early twentieth century. Research projects focus on the agricultural and ecological history of two local rural properties and their surrounding neighborhoods. (Same as **Environmental Studies 247.**)

Prerequisite: Previous course in history or permission of the instructor.

249c. History of Women's Voices in America. Fall 2005. Sarah McMahon.

Seminar. Examination of women's voices in America from 1650 to the present, as these emerged in private letters, journals, and memoirs; poetry, short stories, and novels; prescriptive literature, essays, and addresses. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Women's Studies 249.**)

Prerequisite: Previous course in history.

253c,d. Land and Labor in Latin America. Spring 2005. Allen Wells.

Seminar. Examines economic theories that historically have been advanced to explain the process of development (and underdevelopment) in Latin America. In the latter portion of the course, students test these theories by applying them to specific economic problems currently facing Latin America. (Same as **Latin American Studies 253**.)

257c,d. Law and Colonial Society in British India. Spring 2005. Rachel Sturman.

Seminar. The British were fond of describing the rule of law as their foremost "gift" to their Indian subjects. What did this law actually entail, both for the colonial rulers and for their colonized subjects? How did the British create a legal system for India, and what was the role of law within colonial Indian society? Draws on primary and secondary sources, examining law as a central arena for understanding colonial governance and political modernity. Topics include key colonial legal campaigns, such as the effort to reform Hindu marriage and the campaign to identify and eradicate "criminal castes and criminal tribes." Also explores the contentious formation of religious laws of the family administered by the colonial state, the role of race and gender in defining colonial legal subjecthood, and the legacies of colonial law for the post-colonial Indian nation state. (Same as **Asian Studies 257**.)

Prerequisite: At least one history course. Some background in South Asian history or culture is beneficial, but is not required.

281c,d. The Courtly Society of Heian Japan. Fall 2004. Thomas Conlan.

Seminar. Japan's courtly culture spawned some of the greatest cultural achievements the world has ever known. Based on the *Tale of Genji,* a tenth-century novel of romance and intrigue, the students attempt to reconstruct the complex world of courtly culture in Japan, where marriages were open and easy, even though social mobility was not; and where the greatest elegance, and most base violence, existed in tandem. (Same as **Asian Studies 281.**)

285c,d. Conquests and Heroes. Spring 2005. Thomas Conlan.

Seminar. Examines the experience of war in China, Japan, and Europe in order to ascertain the degree to which war is a culturally specific act. In addition to exploring narratives of battle, "heroic" qualities of European, Chinese, and Japanese figures are also investigated. A secondary theme constitutes an examination of the impact the thirteenth-century Mongol Invasions had on each of these military cultures. (Same as **Asian Studies 285.**)

286c,d. Japan and the World. Fall 2005. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **Asian Studies 286.**)

288c. The Progressive Movement. Spring 2005. Daniel Levine.

Seminar. Around the turn of the last century, between 1890 and 1920, most of the issues in the United States in the twentieth century either emerged or re-emerged; corporate mergers, anti-trust legislation, urbanization and its problems, welfare in an industrial setting, the NAACP (founded in 1909), women's rights, labor unions and violent class conflict, the United States as a participant in international politics. Readings, book reports, and a research paper of the student's own design.

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical "problems." Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in Modern European History

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Fall 2005. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of this century's most "totalitarian" regimes — fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both.

314c. The History of Crime and Punishment in Modern Europe. Fall 2004. Paul Friedland.

From the spectacles of torture and execution in old regime Europe to modern "correctional facilities" this course will explore changing definitions of crime and the attempts to eradicate it. Particular attention will be paid to revolutionary regimes (Revolutionary France, Revolutionary Russia, Nazi Germany etc.). Students will prepare an original research paper on the related topic of their choosing.

Problems in British History

[322c. Race, Gender, and Ethnicity in British and European Society.]

Problems in American History

[328c. Nature's Stories: Research Methods in Environmental History.]

330c. Twentieth-Century United States Social and Cultural History. Fall 2004. Connie Chiang.

A research seminar exploring key topics and themes in twentieth-century United States social and cultural history, including race and gender, labor relations, activism, immigration and migration, and popular culture. Students write a major research paper on a topic of their choice, based upon original research.

Prerequisite: One previous course in United States history.

332c. Community in America, 1600–1900. Spring 2006. Sarah McMahon.

Explores the ideals of community in American history, focusing on change, continuity, and diversity in the social, economic, and cultural realities of community experience. Examines the formation of new communities on a "frontier" that moved westward from the Atlantic coast to the Pacific; the changing face of community that accompanied modernization, urbanization and immigration, and suburbanization; and the attempts to create alternative communities either separate from or contained within established communities.

336c,d. Research in Nineteenth-Century United States History. Spring 2005. Patrick Rael.

A research course for majors and interested non-majors that culminates in a single 25-30 page research paper. Students may choose any topic in Civil War or African-American history, broadly defined. This is a special opportunity to delve into Bowdoin's rich collections of primary source documents. (Same as **Africana Studies 336**.)

Prerequisite: One previous course in United States history.

Problems in Latin American History

351c,d. The Mexican Revolution. Spring 2006. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, U.S.-Mexican relations, immigration and other border issues.

(Same as **Latin American Studies 352.**)

[354c,d. Problems of Underdevelopment in Latin America.]

Problems in Asian History

370c,d. Problems in Chinese History. Fall 2004. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **Asian Studies 370.**)

380c,d. The Warrior Culture of Japan. Spring 2006. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380.**)

Prerequisite: **History 283, History 284** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c, 452c. Honors Seminar. Every year. The Department.

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has nine interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, English and theater, Eurasian and East European studies, geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art History 101, 212, 222,** and one of **Art History 302** through **388; Archaeology 101, 102,** and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388.**
3. One of the following: **Classics 101, 211, 212,** or **291** (Independent Study in Ancient History); **Philosophy 111;** or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401.**

Art History and Visual Arts

Requirements

1. Art History: **101.** One non-Eurocentric course numbered 110 or higher; four additional courses numbered 200 or higher; and one 300-level seminar.
2. Visual Arts: **150, 160,** and either **250** or **260;** and three additional courses in visual arts, at least one of which must be numbered 270 or higher.

Chemical Physics

Requirements

1. **Chemistry 109, 119,** or **159,** and **251; Mathematics 161, 171,** and **181** or **223; Physics 103, 104,** and **229.**
2. **Chemistry 252** or **Physics 310.**
3. Two courses from **Chemistry 254, 310, 340, 350,** or approved topics in **401, 402, 451** or **452; Physics 223, 251, 256, 320,** or approved topics in **401, 402, 451** or **452.** At least one of these must at the 300 level or above. Other possible electives may be available; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 103, 105** or **107,** and **210.**
2. **Mathematics 181** and **200.**
3. **Computer Science 231** and **289.** (Same as **Mathematics 231** and **289.**)
4. Two additional Computer Science courses from: **250,** any 300-level, and **401.**
5. Three additional Mathematics courses from: **224, 225, 244, 249, 262, 264, 288,** and **401.**

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

English and Theater

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as CBB, the National Theater Institute, or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course, preferably **English 106.**
2. One 100-level theater course, preferably **Theater 101.**
3. Three theater courses from the following: **120, 130, 140, 150, 203, 220, 235, 260,** or **270.**
4. One course from **English 210, 211,** or **212**; one course from **English 223** or **230.**
5. One course in modern drama, either **English 262**, or its equivalent in another department, such as **French 315**.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

Eurasian and East European Studies

Description

The interdisciplinary major in Eurasian and East European Studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and women's studies. The major emphasizes the common aspects of the geopolitical area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European Studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multi-disciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with a faculty member(s) in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101, 102, 203, 204,** or the equivalent in another language, i.e., Bulgarian, Polish, Serbian/Croatian, etc.).
2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which: 1) faculty members are on sabbatical leave, 2) the course is not rotated often enough, 3) a course is withdrawn (as when a faculty member leaves), and/or 4) a new, related course is offered on a one-time-only basis.
3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
4. Only one introductory course or first-year seminar may count toward the major.
5. An honors project in either concentration requires two semesters of independent study for a total of 11 courses in the major. EEES offers three levels of honors.
6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.
7. If students choose a double major in EEES and Russian, only the first two years of language (**Russian 101, 102, 203,** and **204**) may be double counted. No other courses may be double counted.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

Anthropology 246 Peoples and Societies of the Balkans
Economics 221 Marxian Political Economy
Government 230 Post-Communist Russian Politics and Society
History 218 The History of Russia, 1825–1953
[History 219 Russia's Twentieth Century: Revolution and Beyond]
History 311 Experiments in Totalitarianism: Nazi Germany and Soviet Russia
[Women's Studies 218 Sex and Socialism: Gender and Political Ideologies of the 20th Century]
Women's Studies 227 Women and World Development

B. Complementary courses in Eurasian and East European Literature and Culture:

- German 317 German Literature since 1945
- German 321 Before and After the Wall: East German Traditions in Literature, Culture, and Film
- German 398 Contested Discourse: German Popular Film and Culture since Unification
- Music 273 Chorus (when content applies)
- Music 274 Chorus (when content applies)
- Russian 21 The Culture of Nationalism
- Russian 212 Fantasy, Satire, and Science Fiction: Making Sense of the Absurd in a Totalitarian World
- Russian 215 Russia, the Slavs, and Europe
- Russian 220 Nineteenth-Century Russian Literature
- Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
- Russian 222 Women in Russian Society and Culture
- Russian 223 Dostoevsky and the Novel
- [Russian 224 Dostoevsky or Tolstoy]
- Russian 251 Central Asia through Film and Literature

Courses in Russian:

- Russian 307 Russian Folklore
- Russian 309 Nineteenth-Century Russian Literature
- Russian 310 Modern Russian Literature
- Russian 316 Russian Poetry

Geology and Chemistry

Requirements

1. **Chemistry 109, 119,** or **159,** and four courses from the following: **Chemistry 210, 225, 226, 240, 251,** and approved advanced courses.
2. **Geology 101, 202,** and **262.**
3. Two courses from the following: **Geology 220, 260,** and **275.**
4. **Physics 103** and **Mathematics 161** and **171.**

There are many different emphases a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109, 119,** or **159; Geology 101, 202, 241, 265; Mathematics 161, 171; Physics 103, 104,** and **223.**
2. Either **Physics 255** or **300.**
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows: **Mathematics 181, 222, 225, 265;** and two of **Mathematics 224, 249, 264, 304.**
2. Either **Computer Science 210** or **Mathematics 244** or **255** or **305.**
3. Four courses in economics with a grade of C- or better, as follows: **Economics 255, 256, 316,** and one other 300-level course.

Latin American Studies

Administered by the Latin American Studies Committee;
Enrique Yepes, *Chair*
(See committee list, page 325)

Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, political and economic realities, cultural diversity, and range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses, including the following:

1) Latin American Studies 207, Latin American Cultures (Same as **Spanish 207**).

2) Two of the following courses:

a. **Latin American Studies 252, Colonial Latin America** (Same as **History 252**), or **Latin American Studies 255, Modern Latin America** (Same as **History 255**).

b. A 200-level course in anthropology or sociology focused on Latin America.

3) A concentration of four additional courses centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.) The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200- or 300-level.

4) An elective course in Latin American Studies, outside of the student's area of concentration.

5) In the senior year, each major will have the option of completing:

a) a one- or two-semester independent study project or honors thesis, or

b) a 300-level seminar approved for Latin American Studies credit.

With the exception of courses taken at the CBB Quito Center, a maximum of two courses from Bowdoin-approved off-campus study programs may count toward the major. A maximum of two credits of independent study may be counted toward the major. Courses in which D and Credit/D/Fail grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond the intermediate level in Spanish, **Latin American Studies 255, Modern Latin American History**, and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval by the Latin American Studies Committee of a written prospectus of the work contemplated. Courses in which D and Credit/D/Fail grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Courses That Satisfy Requirements for the Program:

Students may choose from the following list of courses to satisfy the requirements for the major or minor in Latin American Studies. For full course descriptions and prerequisites, see individual course listings, or the respective departmental course listings.

Latin American Studies 350c,d. Caribbean(s).
Latin American Studies 401c,d.–402c,d.
Africana Studies 138c,d. Music of the Caribbean.
[Anthropology 228b. Language, Culture, and Emotion.]
Anthropology 229b,d. Maya Archaeology and Ethnohistory.
Anthropology 237b,d. Family, Gender, and Sexuality in Latin America.
Anthropology 238b,d. Culture and Power in the Andes.
Art History 130c,d. Introduction to Art from Ancient Mexico and Peru.
Economics 226b,d. Latin American Economic Development.
Environmental Studies 256c,d. Environment and Society in Latin America.
French 207c,d. Francophone Cultures.
History 17c,d. The Cuban Revolution.
History 24c,d. Contemporary Argentina.
History 252c,d. Colonial Latin America.
History 253c,d. Land and Labor in Latin America.
History 255c,d. Modern Latin America.
History 256 c,d. Environment and Society in Latin America.
History 258c,d. Latin American Revolutions.
History 352c,d. The Mexican Revolution.
[History 354c,d. The Problem of Underdevelopment in Latin America.]
Music 138c,d. Music of the Caribbean.
Music 331c,d. Advanced Topics in Caribbean Music.
Spanish 205c. Advanced Spanish.
Spanish 207c,d. Latin American Cultures.
Spanish 209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature.
Spanish 210c. Introduction to the Study and Criticism of Modern Hispanic Literature.
Spanish 320–339c. Topics in Hispanic American Literature I and II.
[Spanish 321c,d. Reading Modern Poetry in the Americas.]
Spanish 335c. Coming of Age: The Novel of Development in Contemporary Latin American Literature.
Spanish 337c. Hispanic Short Story.
Spanish 351c. Senior Seminar for Spanish Majors.

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

17c,d. The Cuban Revolution. Fall 2004. Allen Wells.
(Same as **History 17.**)

24c,d. Contemporary Argentina. Fall 2005. Allen Wells.
(Same as **History 24.**)

Introductory, Intermediate, and Advanced Courses

138c,d. Music of the Caribbean. Fall 2004. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Music 138.**)

205c. Advanced Spanish. Every fall. Fall 2004. Elena Cueto-Asín and Enrique Yepes.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205**.)

Prerequisite: **Spanish 204** or placement.

206c,d. Francophone Cultures. Every fall. Fall 2004. Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. (Same as **French 207**.)

Prerequisite: **French 205** or permission of the instructor.

207c,d. Latin American Cultures. Spring 2005. Enrique Yepes and Gloria Medina-Sancho.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Spanish 207**.)

Prerequisite: **Spanish 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2004. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context. (Same as **Spanish 209**.)

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2005. John Turner.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Spanish 210**.)

Prerequisite: **Spanish 205** or permission of the instructor.

226b,d. Latin American Economic Development. Spring 2005. Stephen J. Meardon.

A study of the persistent barriers and occasional successes in modern Latin American economic development. Analytical tools learned in economic principles courses, as well as historical narratives and case studies, are applied to understand the roots of balance of payments, exchange rate and debt crises, hyperinflation, dollarization, and regional and income inequalities. Evaluates development policies ranging from the import-substituting industrialization policies of the 1950s–1970s, to the market-oriented reforms of the 1980s, to the present. Also assesses aid and advice offered, and the constraints imposed, by multilateral institutions including the IMF, World Bank, and Inter-American Development Bank. Discusses topical questions about the withholding of multilateral assistance to Argentina, and initiatives towards regional integration, including the MERCOSUR and the FTAA, in light of economic theory and recent history. (Same as **Economics 226**.)

Prerequisite: **Economics 101** and **102,** or permission of the instructor.

[228b. Language, Culture, and Emotion.]

229b,d. Maya Archaeology and Ethnohistory. Fall 2004. Leslie Shaw.

Focuses on the Maya civilization of Central America using archaeological data and Spanish accounts of traditional Maya life at the time of the conquest. Topics include Maya adaptations to diverse tropical environments, the decipherment of Maya writing, political instability and warfare, and Maya cosmology and the continuation of these beliefs into modern times. Semester projects are used for intensive research into selected issues of Maya archaeology. (Same as **Anthropology 229.**)

Prerequisite: **Anthropology 102** or **202** or permission of the instructor.

238b,d. Culture and Power in the Andes. Fall 2004. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economics and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Anthropology 238.**)

Prerequisite: Previous course in anthropology or sociology.

252c,d. Colonial Latin America. Fall 2004. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252**.)

253c,d. Land and Labor in Latin America. Spring 2005. Allen Wells.

Seminar. Examines economic theories that historically have been advanced to explain the process of development (and underdevelopment) in Latin America. In the latter portion of the course, students test these theories by applying them to specific economic problems currently facing Latin America. (Same as **History 253**.)

258c,d. Latin American Revolutions. Spring 2005. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **History 258**.)

[321c,d. Reading Modern Poetry in the Americas.]

331c,d. Advanced Topics in Caribbean Music. Spring 2005. Ms. Bosse.

Music is a sign system for expressing how we feel about our place in the world, and is particularly adept for capturing the paradoxical nature of existence. Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. Includes extensive reading of scholarly literature, as well as listening and writing assignments. (Same as **Africana Studies 331** and **Music 331**.)

Prerequisite: One previous course in Latin American Studies.

335c. Coming of Age: The Novel of Development in Contemporary Latin American Literature. Fall 2004. Gloria Medina-Sancho.

Examines a broad range of novels that deal with the adolescent's passage into adulthood in a third world culture, a culture that itself is in the process of establishing a sense of identity and destiny. Considers how these works relate to the traditional novel of development *(Bildungsroman)*, while questioning and subverting it in subtle ways. Authors may include, among others, Pacheco, Skármeta, Ferré, Castellanos, and Del Rio. (Same as **Spanish 335**.)

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instuctor.

337c. Hispanic Short Story. Fall 2004. John Turner.

An investigation of the short story as a literary genre, beginning in the nineteenth century, involving discussion of its aesthetics, as well as its political, social and cultural ramifications in the Spanish-speaking world. Authors include Pardo Bazan, Echevarria, Borges, Cortazar, Garcia Marquez, Ferre, and others. (Same as **Spanish 337**.)

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instructor.

350c,d. Caribbean(s). Fall 2004. Allen Wells and Enrique Yepes.

Team-taught interdisciplinary examination of Caribbean history, culture, and society. Topics to be discussed include colonial legacies, the plantation complex, diaspora and migration, contesting power relations (race, gender, and ethnicity), the performance of identity (e.g., carnival, tourism, and music), and trade and commodities.

351c. Senior Seminar for Spanish Majors. Spring 2005. Elena Cueto-Asín.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year. (Same as **Spanish 351**.)

This course is required for the major in Spanish or Romance languages.

352c,d. The Mexican Revolution. Spring 2006. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, U.S.-Mexican relations, immigration and other border issues.

(Same as **History 351.**)

[354c,d. The Problem of Underdevelopment in Latin America.]

401c,d.– 402c,d. Advanced Independent Study. The Department.

Mathematics

Professors
William H. Barker†
Stephen T. Fisk
R. Wells Johnson*
Rosemary A. Roberts, *Chair*
James E. Ward

Associate Professors
Adam B. Levy
Assistant Professors
Matthew G. Killough
Thomas Pietraho
Jennifer Taback
Visiting Assistant Professor
Mark J. Rhodes

Laboratory Instructor and Tutor
Raymond E. Fisher
Department Coordinator
Suzanne M. Theberge

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263,** or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262,** and **302**); analysis (**Mathematics 243, 263,** and **303**); applied mathematics (**Mathematics 224, 264,** and **304**); probability and statistics (**Mathematics 225, 265,** and **305**); and geometry (**Mathematics 247** and **307**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course which counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above. For students who major in computer science and who therefore take **Mathematics 200, 231,** and **289,** the minor consists of a minimum of three additional courses numbered 200 or above, at least one of which must be **Mathematics 243, 247,** or any mathematics course numbered 262 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 178 and 180.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching: **Computer Science 107, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.**

For graduate study: **Mathematics 222, 243, 262, 263,** and at least one course numbered in the 300s.

For engineering and applied mathematics: **Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.**

For mathematical economics and econometrics: **Mathematics 222** or **263, 225, 244, 249, 265, 288, 304, 305,** and **Economics 316.**

For statistics and other interdisciplinary areas: **Mathematics 222, 224, 225, 243, 244, 255, 265, 305.**

For computer science: **Computer Science 231; Mathematics 200, 222, 225, 244, 249, 262, 265, 288, 289.**

For operations research and management science: **Mathematics 200, 222, 225, 249, 265, 288, 305,** and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

60a. Introduction to College Mathematics. Every spring. The Department.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 161** or **165,** is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

65a. Statistical Reasoning. Every spring. Jennifer Taback.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. The course is designed for students who want to understand the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 155** or **165.**

Prerequisite: Recommendation of the director of the Quantitative Skills Program and permission of the instructor.

155a. Introduction to Statistics and Data Analysis. Every spring. Rosemary Roberts.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165, Psychology 252, Economics 257**, or AP Statistics.

161a. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a. Biostatistics. Every fall. Rosemary Roberts.

An introduction to the statisical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. Four to five hours of class meetings and computer laboratory sessions per week, on average. Not open to students who have credit for **Mathematics 165, Psychology 252, Economics 257**, or AP Statistics.

171a. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

172a. Integral Calculus, Advanced Section. Every fall. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171**. Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

200a. Introduction to Mathematical Reasoning. Every semester. Jennifer Taback.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 161.**

207a. Elementary Topics in Topology. Every two years. Spring 2005. Stephen Fisk.

Topology studies properties of geometric objects that do not change when the object is deformed. The course covers knot theory, surfaces, and other elementary areas of topology.

Prerequisite: **Mathematics 181.**

222a. Linear Algebra. Every spring. James Ward.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

224a. Applied Mathematics: Ordinary Differential Equations. Every fall. Matthew Killough.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a. Probability. Every fall. James Ward.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181.**

231a. Algorithms. Every fall. Laura Toma.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include divide and conquer algorithms, greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems. (Same as **Computer Science 231.**)

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200,** or permission of the instructor.

242a. Number Theory. Every other year. Spring 2005. Wells Johnson.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

243a. Functions of a Complex Variable. Every other fall. Fall 2005. The Department.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171.**

244a. Numerical Methods. Every other fall. Fall 2005. Matthew Killough.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 222** or permission of the instructor.

247a. Geometry. Every other fall. Fall 2005. William Barker.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 171** or permission of the instructor.

249a. Optimization. Every other fall. Fall 2004. Adam Levy.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181.**

255a. Exploratory Data Techniques. Every other spring. Spring 2006. Stephen Fisk.

An introduction to the techniques of exploratory data analysis. Topics include graphical techniques, scientific visualization, discriminant analysis, principal components, canonical correlation, multi-dimensional scaling, classification, data mining, and spatial processes. Students learn how to run and interpret the output from the statistical package Splus.

Prerequisite: **Mathematics 181.**

262a. Introduction to Algebraic Structures. Every year. Fall 2005. James Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222.**

263a. Introduction to Analysis. Every year. Fall 2004. Thomas Pietraho.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181.**

264a. Applied Mathematics: Partial Differential Equations. Every other spring. Spring 2006. Adam Levy.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 224** or permission of the instructor.

265a. Statistics. Every spring. Rosemary Roberts.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite. **Mathematics 225.**

288a. Combinatorics and Graph Theory. Every other spring. Spring 2005. Stephen Fisk.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200, 262** or **263,** or permission of the instructor.

289a. Theory of Computation. Every spring. Eric Chown.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems. (Same as **Computer Science 289.**)

Prerequisite: **Computer Science 189** or **Mathematics 200** or permission of the instructor.

302a. Advanced Topics in Algebra. Every other spring. Spring 2006. James Ward.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262.**

303a. Advanced Topics in Analysis. Every other spring. Spring 2005. Thomas Pietraho.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesque general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263.**

304a. Advanced Topics in Applied Mathematics. Every other spring. Spring 2005. Matthew Killough.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 224** or **264.**

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2004. Rosemary Roberts.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 265** or permission of the instructor.

307a. Advanced Topics in Geometry. Every other spring. Spring 2006. William Barker.

A survey of analytic geometry, affine geometric, projective geometry, and the non-Euclidean geometries. Culminates in a rigorous development of the geometry of four-dimensional space-time in special relativity. The unifying theme is the transformational viewpoint of Klein's Erlangen Program.

Prerequisite: **Mathematics 247.**

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

Music

Professors
Mary Hunter, *Chair*
Elliott S. Schwartz
Associate Professors
Robert K. Greenlee
James W. McCalla†
Assistant Professors
Joanna Bosse
Vineet Shende

Director of the Bowdoin Chorus
Anthony F. Antolini
Director of the Bowdoin Concert Band
John Morneau
Director of Jazz Ensembles
Frank Mauceri
Concert, Budget, and Equipment Manager
Delmar Small
Department Coordinator
Linda A. Marquis

Requirements for the Major in Music

The music major at Bowdoin is designed to give students a thorough grounding in the materials and practices of the Western classical repertory, as well as introduce them to a variety of vernacular and global traditions. The following requirements represent the normal course of a major. However, with the permission of the department, students can design their own majors, emphasizing particular topics or skills, such as American music, early music, performance, composition, or another subject of interest.

The major consists of twelve credits (ten academic courses and two performance credits): **101** (or exemption), **151, 203, 303, 304,** two from among **351, 352, 361, 385, 401,** plus any three other courses except first-year seminars. One consecutive year of private lessons on a single instrument and one year of participation in a single ensemble are also required. Independent studies can be substituted for some of the normal requirements with the permission of the department. The second semester of a two-semester honors will normally add a course to the total load.

Students interested in majoring in music should take the initial courses (**101, 151, 203**) as early in their college careers as possible, and also consult the Music Department about their direction at their earliest convenience.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include two from among **101, 151, 203;** one more course at the 200- or 300-level; and any two other courses.

Introductory, Intermediate, and Advanced Courses

101c. Theory I: Fundamentals of Music Theory. Every year. Fall 2004. Joanna Bosse.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester.

Music 120 through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

121c. History of Jazz I. Every other year. Fall 2005. James McCalla.

A survey of jazz's development from its African-American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121.**)

122c. History of Jazz II. Every other year. Fall 2006. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis on musical elements, but much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122.**)

123c. Fairest Isle: Music in England. Fall 2004. Elliott Schwartz.

A survey of English music from the Middle Ages to the present, including the contributions of such major figures as Byrd, Dowland, Purcell, Handel, Elgar, Vaughan Williams and Britten. Considers social contexts and music's relationships to other arts, with special emphasis on the Elizabethan era, the Georgian and Victorian periods, and the twentieth century. Class activities include attendance at concerts featuring English music and lectures by visiting British composers and critics.

125c,d. Music in the Arab World. Spring 2005. Mary Hunter.

A general survey of Arab music in North Africa and the Arabian Peninsula. An introduction to characteristic pan-Arab instruments, scales, rhythms and principles of musical construction, followed by considerations of selected folk, popular, classical and religious traditions. Includes visits by Arab musicians working in the Boston area.

[130c. History of Rock Music.]

131c. Introduction to the Study of Music. Spring 2005. Joanna Bosse.

An introduction to the academic study of music and the types of questions confronting music scholars today. Why do humans make music? In what ways are ideas communicated with musical sounds? How do musical preferences develop? How can we understand musical practices from different cultural and historical contexts? Introduces students to the disciplinary goals and methods of the numerous subfields of music scholarship, as well as the ways in which music scholarship contributes to a variety of interdisciplinary approaches and life outside of academia. Highly recommended for those considering majoring in music.

[136c. Opera.]

138c,d. Music of the Caribbean. Fall 2004. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between sociohistorical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Latin American Studies 138.**)

[143c. The Symphony: Beethoven and Beyond.]

151c. Write Your Own Show Tune: Introductory Practicum in Tonal Music. Every year. Fall 2004. Mary Hunter.

A largely practical, project-oriented course, for students with some basic experience in music. Students learn elementary tonal vocabulary through writing and performing their own songs, mostly in "Rodgers and Hammerstein" style. Chord writing and analysis, bass-line construction, text-setting and basic keyboard skills are addressed. Small-group and individual lab sessions are scheduled separately. Formerly **Music 204.** Not open to students who have taken **Music 204.**

Prerequisite: **Music 101** or 4/5 on AP Music Theory, or permission of the instructor.

203c. Tonal Analysis. Every year. Spring 2005. Mary Hunter.

Through a survey of music from Bach to Beethoven, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations. Knowledge of scales and key signatures, as well as ability to read bass clef, are required.

Prerequisite: **Music 101.**

218c. Introduction to Electronic Music. Fall 2004. Vineet Shende.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 203** or **204.**

243c. Introduction to Composition. Spring 2005. Vineet Shende.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101**, or permission of the instructor.

303c. Musical Practices of the Romantic Period. Every year. Fall 2004. Vineet Shende.

Intensive analytical study of selected nineteenth-century works—via scores, recordings, and live performances—to provide social and historical context for Romanticism, and to serve as source material for detailed examination of chromatic harmony, the erosion of functional tonality, the development of cyclic-"organic" formal processes, expansion of the sonata cycle, and the influence of nationalism upon materials, forms, and expressive content. Source materials include songs, piano pieces, chamber music, symphonies, concertos, opera, and choral works, by such composers as Beethoven, Weber, Berlioz, Schubert, Schumann, Mendelssohn, Liszt, Franck, Bizet, Brahms, Dvorak, Tchaikovsky, Wagner, Verdi, Puccini, and Mahler.

Prerequisite: **Music 204** or permission of the instructor.

304c. Musical Practices of the Twentieth Century. Every other year. Spring 2006. Robert Greenlee.

Intensive analytical study of selected twentieth-century works—via scores, recordings, and live performances—to provide social and historical context for contemporary developments, and to serve as source material for a detailed examination of serialism, polytonality, and other structural alternatives to functional tonality, new rhythmic and pitch resources, heightened focus upon "texture," the use of collage and quotation, and influences originating outside the Western art music tradition. Source materials feature such composers as Debussy, Bartòk, Stravinsky, Schoenberg, Berg, Webern, Ives, Cowell, Hindemith, Shostakovitch, Britten, Barber, Cage, Babbitt, Boulez, Stockhausen, Foss, Gubaidulina, Bolcom, Crumb, Ferneyhough, and Oliveros.

Prerequisite: **Music 204** or permission of the instructor.

331c,d. Advanced Topics in Caribbean Music. Spring 2005. Joanna Bosse.

Music is a sign system for expressing how we feel about our place in the world, and is particularly adept for capturing the paradoxical nature of existence. Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. Includes extensive reading of scholarly literature, as well as listening and writing assignments. (Same as **Africana Studies 331 and Latin American Studies 331**.)

Prerequisite: One previous course in Latin American Studies.

351c. Topics in Music History: Composers, Performers, Listeners. Fall 2004. Mary Hunter.

In most kinds of music in Western culture, composing, performing and listening have been the three activities thought essential to music making. However, the relations between these three activities have not remained the same through history, or in different repertories. Sometimes they have been embodied in three different people: composer, performer, and audience member; sometimes they have overlapped: improvising performers are also composers, and in some highly interactive traditions the audience directly affects the processes of performance and composition. This course examines a variety of kinds of music and writing about it from the Middle Ages to Motown, to see how composing, performing, and listening have been configured, and why.

Prerequisite: **Music 303** or permission of the instructor.

[352c,d. Topics in Ethnomusicology.]

361c. Topics in Music Theory: Orchestration. Spring 2005. Vineet Shende.

An in-depth examination of factors to consider when writing for modern orchestral instruments. Students become familiar with all such instruments and arrange and transcribe works for ensembles such as string quartet, woodwind quartet, brass quintet, percussion ensemble, and full orchestra. Students also study scores by composers such as Brahms, Mahler, Ravel, Schoenberg, Stravinsky, and Takemitsu in order to further their knowledge in the techniques of instrumentation.

Prerequisite: **Music 204** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Lessons, large ensembles, chamber ensembles and jazz ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every year.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate. *The first semester of study on the first instrument will be designated* ***Music 285.*** *The second and all subsequent semesters of private lessons* ***on the same instrument*** *will be designated* ***Music 286.*** *The first semester of study on a* ***different*** *instrument will be designated* ***Music 287.*** *The second and all subsequent semesters of study on that second instrument will be designated* ***Music 288.*** *The number* ***Music 289*** *is reserved for all semesters of study on a third instrument.*

2. One-half credit, graded CR/D/F, may be granted for each semester of study. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of Student Records and the Music Department.

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in public at least one of the pieces they are studying. Repertory classes, certain Lunchbreak Concerts, and certain Music in the Library concerts all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation for credit in an ensemble (Chorus, Chamber Choir, Band, or Chamber or Jazz Ensembles). The two semesters may be in different ensembles.

6. Students taking lessons for credit pay a fee of $440 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. Subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the Music Department, any student may give a recital. However, due to limited funds for paid accompanists, anyone needing an accompanist for a recital during the year must sign up in the Music Office **before Thanksgiving break.** The student will be notified of the amount the department can allocate for an accompanist by the end of the fall semester. Any extra work with an accompanist will have to be paid by the student.

385c–387c. Advanced Individual Performance Studies. Every year.

Prerequisite: **Music 286.**

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. The *first semester of study will be designated* ***Music 385.*** *The second and all subsequent semesters of private lessons* ***on the same instrument*** *will be designated* ***Music 386.*** *The number 387 is reserved for all semesters of study on a second instrument.*

2. A full credit may be granted for each semester of study. To receive credit, students must register at the beginning of **each** semester of lessons in the Office of Student Records and the Music Department.

3. Admission is by departmental audition only. Students must audition with a member of the Music Department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. To receive credit for advanced Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation for credit in an ensemble (Chorus, Chamber Choir, Band, or Chamber or Jazz Ensembles). The two semesters may be in different ensembles.

7. Fees as with half-credit lessons.

Students may count only six performance credits towards graduation, whether they take half-credit lessons, full-credit lessons, or ensemble courses.

Instructors for 2004–2005 include Julia Adams (viola), Christina Astrachan (voice), Charles Bechler (jazz piano), Naydene Bowder (piano and harpsichord), Ray Cornils (organ), Betsey de Groff (voice), Gerhard Graml (bass), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), Alan Kaschub (trumpet), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Shirley Mathews (piano and harpsichord), Frank Mauceri (jazz saxophone), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Paul Ross (cello), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

Ensemble Performance Studies. Every year.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.

2. One-half credit may be granted for each semester of study. To receive credit, the student must sign up in the office of Student Records.

3. Grade is Credit/D/Fail.

4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.

5. All ensembles require public performance.

271c–272c. Chamber Choir. Robert Greenlee.

273c–274c. Chorus. Anthony Antolini.

275c–276c. Concert Band. John Morneau.

279c–280c. Chamber Ensembles. The Department.

281c–282c,d. World Music Ensemble. Robert Greenlee.

283c–284c. Jazz Ensembles. Frank Mauceri.

Neuroscience

Administered by the Neuroscience Committee; Patsy S. Dickinson, *Chair*
Julie J. Santorella, *Program Coordinator*
Nancy L. Donsbach, *Budget Coordinator*
(See committee list, page 325.)

Joint Appointments with Biology
Professor Patsy S. Dickinson*
Assistant Professor Hadley Wilson Horch
Joint Appointments with Psychology
Assistant Professor Seth Ramus
Assistant Professor Richmond Thompson

Requirements for the Major in Neuroscience

The major consists of twelve courses, including ten core courses and two electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the two elective credits. If students place out of **Biology 104** or **Psychology 101,** twelve courses related to Neuroscience must still be completed.

I. Core Courses

Introductory Level and General Courses
Biology 104a, Introductory Biology.
Psychology 101b, Introduction to Psychology.
Biology 105a, Investigations in Biology, *or*
Psychology 251b, Research Design.
Psychology 252b, Data Analysis.
Chemistry 225a, Organic Chemistry I.

Introductory Neuroscience Course
Biology 213a, Neurobiology, *or*
Psychology 218a, Physiological Psychology.

Mid-level Neuroscience Courses
Three of the following:
Biology 253a, Neurophysiology.
Biology 266a, Molecular Neurobiology.
Psychology 275a, Laboratory in Behavioral Neuroscience: Social Behavior.
Psychology 276a, Laboratory in Behavioral Neuroscience: Learning and Memory.

Advanced Neuroscience Course

One of the following:

Psychology 315a, Hormones and Behavior.
Psychology 316a, Comparative Neuroanatomy.
Psychology 318a, Comparative Animal Cognition.
Psychology 319a, Memory and Brain.
Biology 325a, Topics in Neuroscience.
Biology 326a, Developmental Neurobiology.

II. Electives: any two of the courses listed above (but not already taken) or the following courses:

Biology 212a, Genetics and Molecular Biology.
Biology 214a, Comparative Physiology.
Biology 217a, Developmental Biology.
Biology 224a, Cell and Molecular Biology.
Biology 231a, Biochemistry I. *(Previously known as* ***Biology 261****.)*
Biology 232a, Biochemistry II. *(Previously known as* ***Biology 262****.)*
Biology 333a, Advanced Cell and Molecular Biology.
[Computer Science 103a, Introduction to Scientific Computing.]
[Computer Science 355a, Cognitive Architecture.]
Psychology 210b, Infant and Child Development.
Psychology 216b, Cognitive Psychology.
Psychology 217a, Neuropsychology.
Psychology 259/260b, Abnormal Personality.
Psychology 270b, Laboratory in Cognition.

III. Recommended Courses:

Physics 104a, Introductory Physics II.

Independent Study in Neuroscience

Neuroscience 291a–294a, Intermediate Independent Study.
Neuroscience 401a–404a, Advanced Independent Study.

Philosophy

Professor	*Joint Appointment*
Denis Corish	*with Environmental Studies*
Associate Professors	Associate Professor Lawrence H. Simon
Scott R. Sehon, *Chair*	
Matthew Stuart	

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111**, **112**, and **223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level. Courses in which D grades are received are not counted toward the major.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level. Courses in which D grades are received are not counted toward the minor.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 137–45.

[11c. Free Will.]

14c. Philosophy and Poetry. Spring 2005. Denis Corish.

21c. Becoming Modern. Fall 2004. Matthew Stuart.
(See First-Year Seminar Clusters for description.)

22c. Philosophy and Tragedy. Spring 2005. Denis Corish.

[25c. Science and Society.]

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Every fall. Fall 2004. Denis Corish.

The sources and prototypes of Western thought. Emphasis on the pre-Socratic philosophers, Plato and Aristotle.

112c. Modern Philosophy. Every spring. Spring 2005. Scott R. Sehon. Spring 2006. Matthew Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

120c. Moral Problems. Spring 2005. The Department.

Our society is riven by deep and troubling moral controversies. Examines several moral problems in the context of current arguments, leading theoretical positions, and the question of whether and how moral controversies can be settled. Possible topics include abortion, euthanasia, physician-assisted suicide, capital punishment, obligations to the improverished, sexuality, gender equality, pornography, and affirmative action.

142c. Philosophy of Religion. Fall 2004. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Religion 142.**)

152c. Death. Fall 2005. Matthew Stuart.

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

200c. History, Freedom, and Reason. Spring 2006. Lawrence H. Simon.

A study of philosophical developments in nineteenth-century German philosophy that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and reactions by Marx and Nietzsche to Hegel. Focus on issues in political philosophy and philosophy of history.

210c. Philosophy of Mind. Fall 2005. Scott R. Sehon.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for the actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will, or moral responsibility, if determinism is true? Readings primarily from contemporary sources.

[211c. Existentialism.]

221c. History of Ethics. Fall 2005. Lawrence H. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

223a. Logic. Every fall. Fall 2004. Scott R. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

[224c. Philosophy of Space and Time.]

225c. The Nature of Scientific Thought. Fall 2004. Spring 2006. Denis Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction and realism are studied. Readings include such authors as Duhem, Hempel, Kuhn, Popper, Putman, and Quine, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

[226c. Epistemology.]

227c. Metaphysics. Spring 2006. Matthew Stuart.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

229c. Philosophy in the Twentieth Century. Spring 2005. Matthew Stuart.

An examination of some key figures and works in the development of analytic philosophy, focusing on issues about how philosophy is to be done. Raises questions about the relations between mind, language, and reality. Topics include Bertrand Russell's logical atomism, G. E. Moore's sense-data theory, Gilbert Ryle's anti-Cartesian philosophy of mind, and the "ordinary language' approach of J. L. Austin.

[230c. Pragmatism.]

237c. Language and Reality. Spring 2006. Scott R. Sehon.

Philosophy of language is a point of intersection for a great many traditional philosophical concerns, including the nature and status of morality, the nature of mind, the existence of God, and the objectivity of science. Answers to these problems ultimately depend in part upon the nature of language, theories, evidence, and meaning. Analyzes and evaluates what the best philosophers of the twentieth century have said about these questions.

241c. Philosophy of Law. Spring 2005. Scott R. Sehon.

An introduction to legal theory. Central questions include: What is law? What is the relationship of law to morality? What is the nature of judicial reasoning? Particular legal issues include the nature and status of privacy rights (e.g., contraception, abortion, and the right to die); the legitimacy of restrictions on speech and expression (e.g., pornography, hate speech); the nature of equality rights (e.g., race and gender); and the right to liberty (e.g., homosexuality).

258c. Environmental Ethics. Spring 2006. Lawrence H. Simon.

The central issue in environmental ethics concerns what things in nature have moral standing and how conflicts of interest among them are to be resolved. After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258.**)

270c,d. Introduction to Chinese Philosophy. Fall 2004. T. C. Kline III.

Examines the development of early Chinese philosophy as an extended conversation among various thinkers trying to provide solutions to a common set of problems—how to characterize human nature, moral psychology, and moral development. Beginning with Confucius, follows the chronological development of these theories as each new philosopher criticizes and adopts elements of his predecessors' theories. Philosophers to be discussed include: Kongzi (Confucius), Mozi, Yang Zhu, Mengzi (Mencius), Zhuangzi, Xunzi, and Han Feizi. (Same as **Asian Studies 270.**)

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

[331c. Plato.]

[335c. The Philosophy of Aristotle.]

[338c. Kant.]

341c. Locke's *Essay*. Fall 2004. MATTHEW STUART.

Locke's *Essay Concerning Human Understanding* (1690) is one of the cornerstones of modern empiricism, and a book that richly repays careful reading. Topics include the source of our ideas, primary and secondary qualities, freedom and determinism, personal identity, natural kinds, the existence of God, and the extent of human knowledge.

Prerequisite: One previous course in philosophy.

392c. Advanced Topics in Environmental Philosophy. Fall 2004. LAWRENCE H. SIMON.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the relation between human well-being, the ethics of consumption and nature, environmental policy, and our obligation to future generations; ecology, social choice mechanisms, and the evaluation of environmental risk; and the relation between poverty and environmental problems. (Same as **Environmental Studies 392**.)

399c. Advanced Seminar: Color and Consciousness. Spring 2005. MATTHEW STUART.

An in-depth examination of a topic of current philosophical interest. Students read recent books or articles by two or three authors, and then meet with the authors to discuss their work. In 2005, we read work in metaphysics about what sort of properties colors are, and what our experiences of them reveal about the nature of consciousness and the prospects for a physicalist account of the mind.

291c–294c. Intermediate Independent Study. THE DEPARTMENT.

401c–404c. Advanced Independent Study and Honors. THE DEPARTMENT.

Physics and Astronomy

Professor
Dale Syphers
Associate Professors
Madeleine Msall
Stephen Naculich, *Chair*

Assistant Professors
Mark Battle
Thomas Baumgarte†
Visiting Assistant Professor
Joshua Kempner

Laboratory Instructors
Karen Topp
John Bridge

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page XX. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, and four more approved courses above **104**, one of which may be **Mathematics 181** or above. At least five physics courses taken at Bowdoin are required.

For honors work, a student is expected to complete **Mathematics 181** and **Physics 103, 104, 223, 229, 300, 310, 451**, and four more courses, one of which may be in mathematics, above **Mathematics 181.** Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265** is an approved physics course.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin courses numbered **103** or higher, at least one of which is **Physics 104, 223**, or **229.**

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 178 and 180.

First-Year Seminars

For a complete description of first-year seminars, see pages 137–45.

15a. Science Fiction, Science Fact. Fall 2004. Madeleine Msall.

Introductory, Intermediate, and Advanced Courses

62a. Contemporary Astronomy. Spring 2005. The Department.

A mix of qualitative and quantitative discussion of the nature of stars and galaxies, stellar evolution, the origin of the solar system and its properties, and the principal cosmological theories. Students who have taken or are concurrently taking any physics course numbered over 100 will not receive credit for this course.

[63a. Physics of the Twentieth Century.]

[80a. Light and Color.]

81a. Physics of the Environment. Spring 2005. Mark Battle.

An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as **Environmental Studies 81.**)

103a. Introductory Physics I. Every semester. Fall 2004. Dale Syphers and Madeleine Msall. Spring 2005. Madeleine Msall.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher.

104a. Introductory Physics II. Every semester. Fall 2004. Stephen Naculich. Spring 2005. Dale Syphers.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a. Stars and Galaxies. Spring 2005. Joshua Kempner.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics and the structures they form, from binary stars to galaxies. Topics include stellar evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, geometry and calculus is expected. This course does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher.

223a. Electric Fields and Circuits. Fall 2004. Dale Syphers.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

229a. Statistical Physics. Spring 2005. Mark Battle.

The course develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

240a. Modern Electronics. Spring 2005. Dale Syphers.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics will include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or permission of the instructor.

250a. Acoustics. Fall 2004. Joshua Kempner.

An introduction to the motion and propagation of sound waves. Covers selected topics related to normal modes of sound waves in enclosed spaces, noise, acoustical measurements, the ear and hearing, phase relationships between sound waves, and many others, to give the student a technical understanding of our aural experiences.

Prerequisite: **Physics 103** or permission of the instructor.

251a. Physics of Solids. Spring 2006. The Department.

An introduction to the study of the thermal, mechanical, electrical, and magnetic properties of solids. Merges a qualitative and quantitative understanding of the behavior of solids and their applications in modern technology. Applications include solid state lasers, semiconductor circuitry, and superconducting magnets.

Prerequisite: **Physics 104** or permission of the instructor.

255a. Physical Oceanography. Fall 2005. Mark Battle.

An introduction to physical oceanography, including tides, ocean currents, seawater properties, and wave motion. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Environmental Studies 255**.)

Prerequisite: **Physics 104** or permission of the instructor.

256a. Atmospheric Physics. Fall 2004. Mark Battle.

The physics of atmospheres is explored, including treatment of general and local circulation, thermodynamics, cloud formation, radiative transfer, and energy budgets. Meteorology and climatology are also discussed. (Same as **Environmental Studies 259**.)

Prerequisite: **Physics 104** or permission of the instructor.

262a. Astrophysics. Fall 2006. The Department.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

275a. Relativity. Every other year. Spring 2006. The Department.

An introduction to special and general relativity, including the Galilean and Einsteinian principles of relativity, Lorentz transformations and the "paradoxes" of special relativity, space-time diagrams and four-vectors, energy-momentum and relativistic dynamics, and the Schwarzschild solution of general relativity and its many applications.

Prerequisite: **Physics 104.**

280a. Nuclear and Particle Physics. Every other spring. Spring 2005. Stephen Naculich.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 104.**

291a–294a. Intermediate Independent Study. The Department.

Topics to be arranged by the student and the staff. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every spring. Spring 2005. Stephen Naculich.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 181** and **Physics 104,** or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. Spring 2005. Madeleine Msall.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. Methods of Computational Physics. Every other fall. Fall 2005. Thomas Baumgarte.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisite: **Physics 104** or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 2004. Stephen Naculich.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 300.**

320a. Electromagnetic Theory. Every other fall. Fall 2005. The Department.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300,** or permission of the instructor.

370a. Advanced Mechanics. Every other fall. Fall 2004. Joshua Kempner.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

401a–404a. Advanced Independent Study. The Department.

Topics to be arranged by the student and the staff. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, nuclear physics, and particle physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310.**

Psychology

Professors
Barbara S. Held
Louisa M. Slowiaczek†
Associate Professors
Suzanne Lovett, *Chair*
Paul Schaffner
Assistant Professor
Samuel P. Putnam**

Joint Appointments with Neuroscience
Assistant Professor Seth J. Ramus
Assistant Professor Richmond R. Thompson
Visiting Assistant Professors
Stephanie K. Fraone
Donna M. Perkins
Department Coordinator
Donna M. Trout

Students in the Department of Psychology may elect a major within the psychology program, or they may elect an interdisciplinary major in neuroscience, sponsored jointly by the Departments of Psychology and Biology (see Neuroscience, pages 195–96). The program in psychology examines contemporary perspectives on principles of human behavior, in areas ranging from cognition, language, development, and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The ten courses include **Psychology 101, 251, 252;** two laboratory courses numbered 260–279 (completed, if possible, before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Note that the requirements of two laboratory courses may not be met by only taking **Psychology 275** and **276**. Similarly, the requirements of two advanced courses may not be met by only taking **Psychology 309** and **310**, or only **Psychology 320** and **321**, or only two of the following four courses: **Psychology 315, 316, 318**, and **319**. Independent study courses at any level count as electives, but do not count toward the required laboratory courses or the two advanced courses. A grade of C- or better must be earned in all courses counted toward the major and for the courses to serve as prerequisites for other psychology courses. Majors are encouraged to consider an independent study course on a library, laboratory, or field research project during the senior year.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **Psychology 252** their second year. Psychology majors must take **Psychology 251** before **252**, and both before they take their laboratory courses, except for those labs that allow concurrent enrollment in **252**. Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus. Students should consult with members of the department in planning their off-campus study program and speak to the chair of the department regarding transfer of credit toward the major; laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses numbered 100 or above, including **Psychology 101, 251, 252,** and one laboratory course. A grade of C- or better must be earned in all courses counted toward the minor and for the courses to serve as prerequisites for other psychology courses.

Students who are interested in teaching as a career should consult with the Department of Education for courses to be included in their undergraduate program. Ordinarily, students of education will find much of relevance in **Psychology 210, 216,** and **321;** these courses cover the topics usually included in educational psychology. In addition, prospective teachers may find **Psychology 211, 212, 270, 317,** and **320** compatible with their interests and helpful in their preparation for teaching.

Requirements for the Major in Neuroscience

See Neuroscience, pages 198–99.

COURSES IN PSYCHOLOGY

Introductory Courses

101b. Introduction to Psychology. Every fall and every spring. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall. Samuel P. Putnam. Every spring. Suzanne Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every spring. Paul Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

216b. Cognitive Psychology. Every spring. Stephanie K. Fraone.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101.**

217a. Neuropsychology. Every fall. Seth J. Ramus.

An introduction to the brain basis of behavior, concentrating on the contributions from studies of brain damaged and brain dysfunctional patients. Focuses on the contributions of neurology and experimental and clinical neuropsychology to the understanding of normal cognitive processes. Topics include neuroanatomy, amnesia, aphasia, agnosia, and attentional disorders, in particular those implicated in various spatial neglect syndromes.

Prerequisite: **Psychology 101.**

218a. Physiological Psychology. Every spring. Richmond R. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: **Psychology 101** or **Biology 104.**

251b. Research Design in Psychology. Every fall. Paul Schaffner. Every spring. Stephanie K. Fraone.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101**.

252b. Data Analysis. Every fall. Suzanne Lovett. Every spring. Seth J. Ramus.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101, and Psychology 251 or Biology 105.**

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Personality. Every spring. Spring 2005. Barbara S. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

> **259b.** Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.
>
> Prerequisite: **Psychology 211**.
>
> **260b.** Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.
>
> Prerequisite: **Psychology 211** and **252** (may be taken concurrently).

270b. Laboratory in Cognition. Every fall. Stephanie K. Fraone.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216** and **252**.

274b. Laboratory in Group Dynamics. Every fall. Paul Schaffner.

Principles and methods of psychological research, as developed in Psychology 251 and 252, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211** or **212,** and **252** (may be taken concurrently).

275a. Laboratory in Behavioral Neuroscience: Social Behavior. Every spring. Richmond R. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** (formerly **Psychology 247**) or **Biology 213,** and **Psychology 252** (may be taken concurrently).

276a. Laboratory in Behavioral Neuroscience: Learning and Memory. Every fall. Seth J. Ramus.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** (formerly **Psychology 247**) or **Biology 213,** and **Psychology 252** (may be taken concurrently).

277b. Research in Developmental Psychology. Every spring. Donna M. Perkins.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210** and **252.**

Advanced Courses

309b. Philosophy, Psychology, and Psychotherapy. Every fall. Barbara S. Held.

As conventional assumptions about the discipline of psychology are increasingly challenged, many psychologists are returning to psychology's roots in philosophy for guidance. Examines the intersection of philosophy and psychology in general, and clinical psychology in particular. Topics include such ontological issues as the nature of personhood, the self, mental health/psychopathology, agency, free will *vs.* determinism, and change/transformation. Also examines such epistemological issues as the nature of psychological knowledge/truth, self-knowledge, rationality, justification for knowledge claims, and methods for obtaining justified knowledge claims. Emphasizes current debates about what a proper science or study of (clinical) psychology and psychotherapy should be.

Prerequisite: **Psychology 259** or **260**; or **Philosophy 210, 226, 227, 237,** or **399**; or permission of the instructor and junior or senior standing.

[310b. Clinical Psychology.]

315a. Hormones and Behavior. Every other fall. Fall 2004. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**, and junior or senior standing.

316a. Comparative Neuroanatomy. Every other fall. Fall 2005. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**, and junior or senior standing.

317b. The Psychology of Language. Every other fall. Fall 2005. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216** and one psychology course numbered **260–279** (may be taken concurrently) and junior or senior standing.

318a. Comparative Animal Cognition. Every other spring. Spring 2005. Seth J. Ramus.

A discussion of the behavior of animals (and humans) within a psychological framework, emphasizing the cognitive universals between species. Uses a historical approach to understand the rift in the field of animal behavior between ethologists and psychologists in the 1950s and 1960s, as well as how these areas have come together in recent years. Topics include larger questions like when and why we are willing to attribute animals with purpose, intentionality, intelligence, reasoning, language, and self-awareness within a framework of evolutionary theory.

Prerequisite: **Psychology 218** or **Biology 213,** and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199** (may be taken concurrently) and junior or senior standing.

319a. Memory and Brain. Every other spring. Spring 2006. Seth J. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level of analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213,** and one psychology course numbered **260–279** or one biology laboratory course above **Biology 199** (may be taken concurrently) and junior or senior standing.

320b. Social Development. Every fall. Samuel P. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210** and one psychology course numbered **260–279** (may be taken concurrently) and junior or senior standing.

321b. Cognitive Development. Every spring. Suzanne Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210, 252,** and junior or senior standing.

325b. Organizational Behavior. Every spring. Paul Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: One psychology course numbered **260–279** and junior or senior standing.

291b–294b. Intermediate Independent Study.

401b–404b. Advanced Independent Study and Honors.

Religion

Joint Appointment with Asian Studies
Professor John C. Holt, *Chair*
Assistant Professors
Jorunn J. Buckley
Elizabeth A. Pritchard

Department Coordinator
Lynn A. Brettler

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion. Required courses include **Religion 101 (Introduction to the Study of Religion)**; three courses at the 200 level, including one each from the following three designated areas: 1) **Religion 215 (The Hebrew Bible in Its World)**, or **Religion 216 (The New Testament in Its World)**; 2) **Religion 249 (Monotheism and Masculinity)**, or **Religion 250 (Western Religious Thought in Modern and Postmodern Contexts)**, or **Religion 251 (Christianity, Culture and Conflict)**; 3) **Religion 219 (Relgion and Fiction in Modern South Asia)**, or **Religion 220 (Hindu Religious Literature)**, or **Religion 221 (Hindu Religious Culture)**, or **Religion 222 (Theravada Buddhism)**, or **Religion 223 (Mahayana Buddhism)**; and **Religion 390 (Theories About Religion)**. In addition, candidates for honors complete a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in **Religion 390,** a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified nonmajors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101,** three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390.**

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 137–45.

15c,d. Religion, Violence, and Secularization. Fall 2004. Elizabeth Pritchard.

19c. Questioning the Modern. Spring 2005. Elizabeth Pritchard.
(See First-Year Seminar Cluster for description.)

Introductory Courses

101c. Introduction to the Study of Religion. Fall 2004. Jorunn Buckley. Spring 2005. Elizabeth Pritchard.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

142c. Philosophy of Religion. Fall 2004. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including Aquinas, Hume, Swinburne, and James. (Same as **Philosophy 142.**)

Intermediate Courses

204c. Science, Magic, and Religion. Spring 2005. Dallas Denery.

Traces the origins of the scientific revolution through the interplay between late-antique and medieval religion, magic, and natural philosophy. Particular attention is paid to the conflict between paganism and Christianity, the meaning and function of religious miracles, the rise and persecution of witchcraft, and Renaissance hermeticism. (Same as **History 204.**)

208c,d. Islam. Fall 2005. Jorunn Buckley.

Furnishes a non-apologetic outline of Islam while tackling anti-Islamic prejudices common in general American culture. Selected themes include the religion's own terminological apparatus and categories of understanding, ritual and ethics, religious and secular leadership, mystical traditions, and modernity issues in Islam. In the interest of balance, there is an emphasis on including works by Muslims, especially regarding central topics in modern Islam.

209c,d. Gender in Islam. Spring 2006. Jorunn Buckley.

Explores categories for interpreting, first, female symbolism in Islamic thought and practice and, second, women's religious, legal, and political status in Islam. Attention is given to statements about women in the Qur'an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public vs. private spheres, individual vs. society, Islamization vs. modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. **Religion 208** is helpful, though not a prerequisite for this course. (Same as **Women's Studies 209.**)

[210c. Early Christian Literature.]

215c. The Hebrew Bible in its World. Fall 2004. Jorunn Buckley.

Close readings of chosen texts in the Hebrew Bible (i.e. the Old Testament), with emphasis on its Near Eastern religious, cultural and historical context. Attention is given to the Hebrew Bible's literary forerunners (from ca. 4000 B.C.E. onwards) to its "successor" The Dead Sea Scrolls (ca. 200 B.C.E. to 200 A.C.E.). Emphasis on creation and cosmologies, gods and humans, hierarchies, politics, and rituals.

216c. The New Testament in its World. Spring 2005. Jorunn Buckley.

Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts; Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

219c,d. Religion and Fiction in Modern South Asia. Spring 2005. John Holt.

A study of the Hindu and Buddhist religious cultures of modern South Asia as they have been imagined, represented, interpreted, and critiqued in the literary works of contemporary and modern South Asian writers of fiction and historical novels, including Salman Rushdie *(Midnight's Children, The Satanic Verses),* V. S. Naipaul *(An Area of Darkness, India: A Million Mutinies Now?),* Gita Mehta *(A River Sutra),* etc. (Same as **Asian Studies 219.**)

220c,d. Hindu Religious Literature. Fall 2004. John Holt.

A reading of various genres of translated Hindu religious literature, including *Rig Veda* hymns, philosophical *Upanisads, Yoga Sutras,* the epics *Ramayana* and *Mahabharata,* including the *Bhagavad Gita,* selected myths from the *Puranas,* and poetry and songs of medieval devotional saints. Focuses on development of various types of religious world views and religious experiences within Hindu traditions, as reflected in classical Sanskrit and vernacular literature of India. (Same as **Asian Studies 240.**)

221c,d. Hindu Religious Culture. Spring 2005. John Holt.

A consideration of various types of individual and communal religious practice and religious expression in Hindu tradition, including ancient ritual sacrifice, mysticism and yoga (meditation), dharma and karma (ethical and political significance), pilgrimage (as inward spiritual journey and outward ritual behavior), puja (worship of deities through seeing, hearing, chanting), rites of passage (birth, adolescence, marriage, and death), etc. Focuses on the nature of symbolic expression and behavior as these can be understood from indigenous theories of religious practice. **Religion 220** is recommended as a previous course. (Same as **Asian Studies 241.**)

222c,d. Theravada Buddhism. Fall 2005. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242.**)

223c,d. Mahayana Buddhism. Spring 2006. John Holt.

Studies the emergence of Mahayana Buddhist world views as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch,* among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Asian Studies 223.**)

[246b. Religion and Politics.]

249c. Monotheism and Masculinity. Fall 2004. Elizabeth Pritchard.

Focuses on the emergence of and continuing elaborations of transcendent monotheism in the Abrahamic traditions. Of particular interest in this examination is the relationship between portrayals of the divine and assumptions about gender, class, and race. Other topics include whether it is possible or permissible to obtain knowledge of the divine (and perhaps be able to see or depict the divine); the relationship between transcendent monotheism, cultural identity, and violence; and the ways in which monotheism informs various renderings of morality and politics. Readings include selections from the Bible, Augustine, Maimonides, Aquinas, Ibn-Arabi, and Luther.

[253c. Women in Religion.]

255b,d. From Jesus to Jerry Falwell: The Anthropology of Christianity. Spring 2005. Matthew Tomlinson.

How is Christianity a cultural product? Has Christianity shaped different cultures to a global standard, or have different cultures shaped the religion in distinctively consequential ways? An anthropological approach to studying Christianity, reading ethnographic and historical accounts of congregations across different cultures. Main themes addressed include missionary encounters; millennialism and conflict; globalization and localization; ritual and performance; and the Bible and textuality. (Same as **Anthropology 255**.)

Prerequisite: **Anthropology 101.**

265c,d. Early Chan (Zen) Buddhism. Fall 2004. T. C. Kline III.

Chan Buddhism was not simply imported to China from Central and South Asian forms of Buddhism, but emerged out of the use of Daoist metaphors and vocabulary to translate and interpret Buddhist texts. This course examines the early Chan tradition, through reading of early Chan texts, and explores its connections with Daoism. (Same as **Asian Studies 265.**)

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. **Religion 390** is required for majors, and normally presupposes that four of eight required courses have been taken.

310c. Gnosticism. Spring 2005. Jorunn Buckley.

The term "gnosticism," from the Greek "knowledge," encompasses a variety of religious movements and texts, dating to the first Christian centuries. Most forms of Gnosticism are now extinct, but were closely related to Judaism and Christianity, posing alternative views of the supreme divinity in those traditions. Places the Gnostic phenomenon in its religious-cultural context and highlights Gnostic mythologies, rituals, and ethics. Texts are drawn from the *Nag Hammadi*, the early Christian Church fathers, Mandaeism, and Manichaeism.

[340c,d. Asian Religions and the West.]

390c. Theories about Religion. Fall 2004. John Holt.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101.**

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Romance Languages

Professors
John H. Turner, *Chair*
William C. VanderWolk
Associate Professors
Charlotte Daniels
Enrique Yepes
Assistant Professors
Elena Cueto-Asín
Katherine Dauge-Roth*
Arielle Saiber
Hanétha Vété-Congolo

Visiting Assistant Professors
Alexandre Dauge-Roth
Gloria Medina-Sancho
Lecturer
Anna Rein
Visiting Lecturers
Giorgio P. Mobili
Davida Gavioli

Teaching Fellows
Violaine Delmas
Elise Deshayes
Sandra Úsuga
Department Coordinator
Abigail B. More

The Department of Romance Languages offers courses in French and Spanish language, literature, and culture. Italian language courses through the intermediate level, as well as courses on Italian literature and culture (in English), are also offered. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking and Spanish-speaking worlds through a curriculum designed to prepare students either for international work or for graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French- and Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as Art History, Latin American Studies, History, English, and Africana Studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**. Spanish majors will complete **Spanish 205.** *

Majors in French and Spanish will complete at least two of the following four courses before taking 300-level topics courses: **207, 208, 209,** and **210** (or their equivalent in a study-abroad program). Of these two courses, one must be in the culture sequence (**207, 208**) and the other in literature (**209, 210**). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture.

During their senior year, all majors will take a seminar, either **French 351** or **Spanish 351.**

For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in two languages, plus one senior seminar. All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major. Prospective majors are expected to have completed **French, Spanish, or Italian 205** and either **207, 208, 209,** or **210** before the end of their sophomore year.

Spanish Major Requirements

Nine courses above **Spanish 204***, including:

1. **Spanish 205**
2. two of the following four courses (one from **207, 208**; one from **209, 210**; or the equivalent in study abroad):
    - **Spanish 207**
    - **Spanish 208**
    - **Spanish 209**
    - **Spanish 210**
3. three courses at the 300-level, including **Spanish 351** (senior seminar)

French Major Requirements

Nine courses above **French 204***, including:

1. two of the following four courses (one from **207, 208**; one from **209, 210**, or the equivalent in study abroad):
    - **French 207**
    - **French 208**
    - **French 209**
    - **French 210**
2. three courses at the 300-level, including **French 351** (senior seminar)

Romance Languages Major Requirements

Nine courses above **204**, including:

1. **Spanish 207** or **208** (or the equivalent in study abroad)
2. **French 207** or **208** (or the equivalent in study abroad)
3. **Italian 208** (or the equivalent in study abroad), if combining Spanish *or* French with Italian
4. **Spanish 209** or **210** (or the equivalent in study abroad)
5. **French 209** or **210** (or the equivalent in study abroad)
6. three courses at the 300-level, including one senior seminar

* or eight courses above **204** for students beginning in **101, 102,** or **203.**

Requirements for Minors in Romance Languages

Students may declare a minor in French or Spanish. The minor consists of at least three courses at Bowdoin in one language above **204**, including one 300-level course.

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 2004. William VanderWolk.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

102c. Elementary French II. Every spring. Spring 2005. Katherine Dauge-Roth.

A continuation of **French 101.** A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or equivalent.

203c. Intermediate French I. Every fall. Fall 2004. Hanétha Vété-Congolo.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2005. William VanderWolk and Hanétha Vété-Congolo.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2004. Charlotte Daniels and Alexandre Dauge-Roth.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

207c,d. Francophone Cultures. Every fall. Fall 2004. Hanétha Vété-Congolo.

An introduction to the cultures of various French-speaking regions outside of France. Examines the history, politics, customs, cinema, literature, and the arts of the Francophone world, principally Africa and the Caribbean. Readings include newspaper and magazine articles, short stories, and a novel. Students see and discuss television news, documentaries, and feature films. (Same as **Latin American Studies 206**.)

Prerequisite: **French 205** or permission of the instructor.

208c. Contemporary France through the Media. Every spring. Spring 2005. Katherine Dauge-Roth and Charlotte Daniels.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country.

Prerequisite: **French 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2004. Charlotte Daniels.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2005. William VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

310-329c. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period. **French 310-329** may be repeated for credit with the contents changed.

313c. War and Memory. Fall 2004. William VanderWolk.

Fiction and film recalling three French wars (1870-71; 1914-18; 1940-45) and their effect on individuals. The power of individual memory and creativity in the formation of the French collective memory of these events. Authors and filmmakers may include Maupassant, Japrisot, Camus, Duras, Modiano, Renoir, Resnais, Ophuls.

Prerequisite: Two of the following: **French 207** or **208,** and **209** or **210;** or permission of the instructor.

315c,d. Social Pulse and Documentary Impulse. Fall 2004. Alexandre Dauge-Roth.

Examines the kind of unique knowledge a documentary film seeks to offer, and the strengths and the limits of this genre in our increasingly visual culture. Questions whether the documentary impulse brings us closer to the "reality" of which it takes the pulse, and whether it forces us to face the existential and political practices it makes socially visible. How do documentary films, in comparison with historical fictions or novels, position their viewers and call for social activism? Moreover, to what extent are French and Francophone documentary films able to renew our vision of postcolonial history and memory? Examines these issues through portraits of the United States; views of overlooked facets of French society; political tensions in Francophone Africa; and the relations between image, death, and memory in the context of the Rwandan genocide.

Prerequisite: **French 207** or **208** and **209** or **210,** or permission of the instructor.

[318c. Novel Ways to Love and Die in France.]

[321c. Resistance, Revolt, and Revolution.]

[322c,d. Voices of Women, Voices of the People.]

324c. Jewish and Black Figures in French Texts: Two Tragic Memories of Fate. Spring 2005. Hanétha Vété-Congolo.

Establishes circumstances, conditions, and correspondences for the imagery of French texts on the Jewish and black experience of persecution, oppression, deportation, and servitude. Reexamines the history of ideas; the French, black, and Jewish discourses; and representations of black and Jewish people by French writers. Uses a comparative and interdisciplinary approach. Writers may include Montesquieu, Diderot, Rousseau, Voltaire, Abbé Grégoire, Abbé Prévost, Céline, Proust, Simenon, Sartre, René Maran, Michèle Maillet, and Maryse Condé.

Prerequisite: Two of the following: **French 207, 208, 209,** or **210;** or permission of the instructor.

[325c. Witches, Monsters, and Demons: Representing the Occult.]

[328c. The French (Dis)Connections: Theories of the Everyday.]

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in French or Romance languages.

Love, Letters, and Lies. Spring 2005. Charlotte Daniels.
A study of memoir novels, epistolary novels (letters), and autobiography. What does writing have to do with love and desire? What is the role of others in the seemingly personal act of "self-expression"? What is the truth value of writing that circulates in the absence of its author? These and other related issues are explored in the work of the most popular writers of eighteenth-century France: Prévost, Graffigny, Laclos, and Rousseau. Conducted in French.

401c–404c. Independent Study. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2004. Davida Gavioli.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2005. Anna Rein.

Continuation of **Italian 101.** Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

203c. Intermediate Italian I. Every fall. Fall 2004. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2005. Davida Gavioli.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2004. Arielle Saiber.

Designed to increase the student's fluency in spoken and written Italian through the use of a large variety of cultural materials and media. The "texts" include literature, newspapers, magazines, the Internet, film, and television. Weekly written assignments introduce students to different writing styles, such as formal letters, restaurant reviews, love poetry, news briefs, and literary analyses. Weekly presentations, vocabulary-building exercises, and situational activities. Three class hours per week and one weekly conversation session with an assistant. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

208c. Italian Culture: Visions of Italy. Every spring. Spring 2005. Arielle Saiber.

Building on the cultural material presented in **Italian 205,** delves further into the dolce vita and the not-so-dolce-vita that is Italy through investigating how Italians conceive of their country. We study literature on Italy written by Italians; read and watch Italian news; view Italian-made films that foreground the Italian landscape, countryside, and lifestyle; explore Italian TV and Web sites; converse with college students in Italy; look at numerous visual images of Italy in art and photography; and take a trip to an Italian-American neighborhood, Boston's North End. Continues to refine writing, speaking, and comprehension skills and prepares students for advanced courses in Italian literature and culture. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

222c. Dante's *Divine Comedy.* Fall 2004. Arielle Saiber.

One of the greatest works of literature of all times. Dante's *Divine Comedy* leads us through the torture-pits of Hell, up the steep mountain of Purgatory, to the virtual, white-on-white zone of Paradise, and then back to where we began: our own earthly lives. Accompanies Dante on his allegorical journey, armed with knowledge of Italian culture, philosophy, politics, religion, and art history. Pieces together a mosaic of medieval Italy, while developing and refining abilities to read, analyze, interpret, discuss, and write about both literary texts and critical essays. Conducted in English.

251b. The Culture of Italian Fascism. Spring 2005. Pamela Ballinger.

Examines Italian fascism through a focus on its cultural contexts. Topics explored include the relationship between politics and aesthetics (particularly avant-garde art movements), colonialism and race, and fascist interventions into work, family, and leisure. Artistic representations of fascism in post-1945 Italy, as well as contemporary contests over the fascist legacy, are also discussed. (Same as **Anthropology 251.**)

Prerequisite: **Anthropology 101** or **Sociology 101,** or **Italian 221.**

[310c. Women of Invention.]

[311c. Italian Narratives: Novel into Film.]

312c. Hallucinatory Landscapes: The Fantastic in Italian Film and Literature. Spring 2005. Arielle Saiber.

Eerie, distorted, and uncertain, the terrain of the fantastic stretches from zombies to automata. Myths of metamorphosis, fables, fairy tales, nightmares of horror, the absurd, the magical, the uncanny, the supernatural, the surreal, sci-fi — what is it that characterizes the transfiguration of reality? How have Italian authors confronted and expressed deviation from the real? Explores the shifting nature of the genre of "fantastic" through Italian fables, epic, short stories, novellas, theater, and film. Texts include Italo Calvino's *Invisible Cities,* Dario Fo's *Archangels Don't Play Pinball,* selections from Ariosto's *Orlando Furioso,* and films by Fellini, Antonioni, Bertolucci, the animation artist Bruno Bozzetto, and the splatter-thriller filmmaker Dario Argento. Conducted in Italian. Not open to students who have taken **Italian 224.**

Prerequisite: **Italian 208, 209,** or permission of the instructor.

[315c. Fine Young Cannibals and Other Stories: Pulp, Noir, and Impegno in Fin-de-Siècle Italy.]

401–404c. Independent Study. The Department.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2004. Gloria Medina-Sancho.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2005. Giorgio Mobili.

Continuation of **Spanish 101.** Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2004. Giorgio Mobili.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 2005. Gloria Medina-Sancho and John Turner.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 2004. Elena Cueto-Asín and Enrique Yepes.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205**.)

Prerequisite: **Spanish 204** or placement.

207c,d. Latin American Cultures. Spring 2005. Enrique Yepes and Gloria Medina-Sancho.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Latin American Studies 207**.)

Prerequisite: **Spanish 205** or permission of the instructor.

208c. Spanish Culture. Fall 2004. Elena Cueto-Asín.

Through the study of Spanish literature, film, history, and journalism, examines different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2004. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context. (Same as **Latin American Studies 209**.)

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2005. John Turner and Elena Cueto-Asín.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Latin American Studies 210**.)

Prerequisite: **Spanish 205** or permission of the instructor.

310c-339c. Topics in Spanish and Hispanic American Literature I and II. Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320–339** may be repeated for credit with the contents changed.

[310c. Creative Writing Workshop in Spanish.]

[321c,d. Reading Modern Poetry in the Americas.]

[326c. Translation.]

[327c. Reading Spanish Film.]

[328c. Don Quijote.]

[334c. Góngora and Góngorism.]

335c. Coming of Age: The Novel of Development in Contemporary Latin American Literature. Fall 2004. Gloria Medina-Sancho.

Examines a broad range of novels that deal with the adolescent's passage into adulthood in a third world culture, a culture that itself is in the process of establishing a sense of identity and destiny. Considers how these works relate to the traditional novel of development *(Bildungsroman)*, while questioning and subverting it in subtle ways. Authors may include, among others, Pacheco, Skármeta, Ferré, Castellanos, and Del Rio. (Same as **Latin American Studies 335**.)

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instuctor.

337c. Hispanic Short Story. Fall 2004. John Turner.

An investigation of the short story as a literary genre, beginning in the nineteenth century, involving discussion of its aesthetics, as well as its political, social and cultural ramifications in the Spanish-speaking world. Authors include Pardo Bazan, Echevarria, Borges, Cortazar, Garcia Marquez, Ferre, and others. (Same as **Latin American Studies 337**.)

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instructor.

351c. Senior Seminar for Spanish Majors. Spring 2005. The Department.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year. (Same as **Latin American Studies 351**.)

This course is required for the major in Spanish or Romance languages.

401c–404c. Independent Study and Honors. The Department.

Russian

Professor
Jane E. Knox-Voina, *Chair,*
Eurasian and East European Studies
Associate Professor
Raymond H. Miller, *Chair*

Teaching Fellow
Lilia Kladkova
Department Coordinator
Tammis L. Lareau

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102** and **203, 204**; four courses in Russian above **Russian 204;** and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 231, Post-Communist Russian Politics** and **History 218, The Making of Modern Russia**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 178–80.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian language programs in Moscow, St. Petersburg, Yaroslavl, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major; four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation.

The department offers courses in English that focus on Russian history, literature, and culture. These courses may be taken by non-majors and include a first-year seminar and a series of 200-level courses: **Russian 21** and **220–251.**

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2004. Jane Knox-Voina.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with a native speaker.

102c. Elementary Russian II. Spring 2005. Jane Knox-Voina.

Continuation of **Russian 101.** Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2004. Jane Knox-Voina.

A continuation of **Russian 101, 102.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Spring 2005. Raymond. Miller.

A continuation of **Russian 203.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2004. Raymond Miller.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Spring 2005. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2005. Raymond Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2006. Jane Knox-Voina.

An examination of various works of modern Russian literature (Soviet and émigré), with emphasis on the development of the short story. Authors include Blok, Mayakovsky, Zoshchenko, Platonov, Bulgakov, Pasternak, Brodsky, Shukshin, Aksenov, and others. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Every other spring. Spring 2006. Raymond Miller.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study. The Department.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: **Russian 309** or **310.**

IN ENGLISH TRANSLATION

First-Year Seminar

For a full description of first-year seminars, see pages 137–45.

21c. The Culture of Nationalism. Every other fall. Fall 2004. Raymond Miller.

212c. Fantasy, Satire, and Science Fiction: Making Sense of the Absurd in a Totalitarian World. Fall 2004. Jane Knox-Voina.

Examines traditions of fantasy, satire, and science fiction in the former Soviet bloc. Explores science fiction as an aesthetic and ethical framework for understanding the social and cultural implications of a totalitarian society. Considers ways artists in the region weave together many disparate elements — satire, realism, religion, history, contemporary values — in order to critique the application of advanced technology in such a society. Works include the writings of Mikhail Bulgakov, Evgenyi Zamyatin, Stanislav Lem, and Chingiz Aitmatov, among others, and the films of Andrei Tarkovsky.

220c. Nineteenth-Century Russian Literature. Spring 2005. Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the "realistic" exposure of Russia's social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol', Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2005. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Women's Studies 220.**)

[222c. Women in Russian Society and Culture.]

[223c. Dostoevsky and the Novel.]

[224c. Dostoevsky or Tolstoy.]

251c,d. Central Asia through Film and Literature. Every other spring. Spring 2006. Jane Knox-Voina.

Examination of little-known Central Asian peoples of the former Soviet Union and their role in solving cultural, economic, and geopolitical issues facing the twenty-first century. Focus on changes in the socio-economic status of women in the former Soviet Central Asia: Kazakhstan, Uzbekistan, Tadjikistan, Kyrgyzstan, Turkmenistan, and Mongolia. Discussion of the history and culture of this transit zone linking West and East, Christianity and Islam, Europe and Asia, for a better understanding of important geopolitical processes occurring in the border regions of the modern world. Examples of Central Asian literature and cinema. Questions include: 1) how do politicization and industrialization affect belief systems of indigenous ethnic groups and their attitude toward the environment, and rural or subsistence economies, and 2) what is the significance of this vast area, rich in oil and gas, for the twenty-first century? Films shed light on the culture, history, spirituality (shamanism), environment, and sociopolitical and gender issues of these ethnic groups. (Same as **Women's Studies 243.**)

Sociology and Anthropology

Professors
Susan E. Bell*
Sara A. Dickey
Craig A. McEwen
Nancy E. Riley
Associate Professors
Pamela Ballinger
Susan A. Kaplan**
Scott MacEachern, *Chair*
Assistant Professors
Joe Bandy
Wendy Cadge†
Kirk A. Johnson
Krista E. Van Vleet

Joint Appointment with Africana Studies
Visiting Assistant Professor H. Roy Partridge, Jr.
Visiting Assistant Professors
Janet K. Lohmann
Leslie C. Shaw
Kimberly Clarke Simmons
Matthew A. Tomlinson
Adjunct Assistant Professor
Anne Henshaw
Department Coordinator
Lori B. Quimby

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201, 211,** and **310.** One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203,** and **310,** and one course with an area focus. Students are urged to complete **Anthropology 101, 102, 201,** and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

All courses for the major or minor must be taken for a grade.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101, 201,** and **211,** and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203**, either **102** or **201**, and an area study course. One of the elective courses may be from off-campus study.

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 137–45.

10b,d. Racism. Fall 2004. Roy Partridge.
(Same as **Africana Studies 10.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Fall 2004. Kirk Johnson and Kimberly Clarke Simmons. Spring 2005. Janet Lohmann.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Spring 2005. Nancy Riley.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

204b. Families: A Comparative Perspective. Fall 2004. Nancy Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Women's Studies 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

205b. The Sociology of Urban Life. Spring 2005. Kirk Johnson.

Examines popular depictions of the American urban experience through a sociological lens. Focuses on understanding competing interpretations of contemporary inner-city phenomena (crime, gangs, unemployment, teen pregnancy, single parenthood, etc.) and judging how successfully these interpretations withstand sustained scrutiny. Emphasizes critical thinking and evidence-weighing. Readings by Anderson, Buckley, Comer, deSouza, Katx, Liebow, Murray, Neckerman, Wilson, and others.

Prerequisite: **Sociology 101.**

206b. Media Representations of Reality. Fall 2005. Kirk Johnson.

Examines social forces that contribute to mass-media representations of race, social class, gender, and sexual preference in historical and contemporary America. Focuses on the roles of government, corporations, and media professionals in the creation of news, entertainment programming, and advertising. Considers the nature of objectivity and fairness, internalization of imagery, the corrective potential of media-workplace diversity, distinctions between reality and stereotype, and tension between free-market economics and social responsibility. (Same as **Africana Studies 206.**)

Prerequisite: **Sociology 101** or permission of the instructor.

208b,d. Race and Ethnicity. Fall 2004. Janet Lohmann.

The social and cultural meaning of race and ethnicity, with emphasis on the politics of events and processes in contemporary America. Analysis of the causes and consequences of prejudice and discrimination. Examination of the relationships between race and class. Comparisons among racial and ethnic minorities in the United States and between their situations and those of minorities in other selected societies. (Same as **Africana Studies 208.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

210b. The Sociology of News. Fall 2004. Kirk Johnson.

Focuses on the social forces that influence news gathering and reporting. Introduces critical theory, audience theory, and medium theory. Considers the contemporary relevance of early media sociologists such as Breed, White, and Geiber. Examines the corporate culture of media organizations, especially how race and gender in the newsroom affect news content, and explores the intended and unintended effects of news on media audiences.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

211b. Classics of Sociological Theory. Fall 2004. Joe Bandy. Spring 2005. Susan Bell.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

212b. Gender and Crime. Spring 2005. Janet Lohmann.

Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the context of crimes such as domestic violence and sexual assault, as well as how the correctional system and social policy are affected by the issue of gender. (Same as **Women's Studies 212.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

215b. Criminology and Criminal Justice. Fall 2004. Janet Lohmann.

Focuses on crime and corrections in the United States, with some cross-national comparisons. Examines the problematic character of the definition of "crime." Explores empirical research on the character, distribution, and correlates of criminal behavior and interprets this research in the light of social structural, cultural, and social psychological theories of crime causation. Discusses the implications of the nature and causes of crime for law enforcement and the administration of justice. Surveys the varied ways in which prisons and correctional programs are organized and assesses research about their effectiveness.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

216b. Sociology of Identity and Interaction. Fall 2005. Joe Bandy.

A survey of various social dynamics and sociological theories regarding interactions among individuals, and between individuals and social structures. Examines such issues as power and powerlessness, conformity and deviance, as well as difference and identity. Also investigates the social issues surrounding different forms of political identity, including the constructs of gender, race, sexuality, class, and religion.

Prerequisite: **Sociology 101** or **Anthropology 101.**

217b,d. Overcoming Racism. Spring 2005. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101**.

[218b. Sociology of Law.]

[219b. Sociology of Gender.]

220b. Class, Labor, and Power. Spring 2005. Joe Bandy.

An examination of social class and the corresponding structures of labor, status, and power in the United States. Surveys a variety of sociological perspectives and applies them to analyze class inequality, labor relations, and social policy. Topics include class stratification, class identity, poverty, corporate power, consumption, labor movements, and the social impacts of new technology and trade.

Prerequisite: **Sociology 101** or **Anthropology 101.**

221b. Environmental Sociology. Fall 2004. Joe Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Environmental Studies 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225b. The LGBTQ Movement: Identity, Politics, and Social Change. Fall 2004. Kimberly Clarke Simmons.

Explores the sociology of LGBTQ (lesbian, gay, bisexual, transgender, and queer) identities, politics, and social movements. Examines the social construction of sexual identities and communities, with particular attention to the intersection of sexuality with race, class, gender, and age. Also explores the effects of discrimination on individuals and society. The final segment of the course explores LGBTQ political and social movements. (Same as **Women's Studies 225**.)

Prerequisite: **Sociology 101, Anthropology 101**, or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

[229b. Religion in American Life: A Sociological Approach.]

231c,d. Globalization and Terrorism in South Asia. Spring 2005. The Department.

Explores linkages among terrorism, nationalism and globalization within selected armed liberation movements in South Asia, such as the Liberation Tigers of Tamil Eelam (LTTE) in Sri Lanka and the Maoist Movement in Nepal. Examines how these militant movements mobilize nationalist sentiments, ethno-religious, class, gender and caste identities, as well as greed among conflict entrepreneurs and material deprivations among populations at large in sustaining their violent struggles. While these movements may be seen as violent moves to reassert cultural/political boundaries against the rising tide of globalization, ironically they also reflect the penetration of global forces related to international arms trade, strategic use of the Internet for networking and propaganda purposes and support from diasporas. *One-half credit course.* (Same as **Asian Studies 233.**)

233b. Asian American Experience. Fall 2004. Nancy Riley.

Explores the experience of Asian Americans in contemporary U.S. society. Looks at a variety of issues, including the role of immigration and immigration policy, the advantages and disadvantages of the promotion of a pan-Asian culture, the particular experiences of different Asian cultures in the United States, and the role of gender in these experiences. Examines how the Asian American experience is similar to and departs from the experience of other groups in the United States today, and how it adds to our understanding of race and ethnicity.

Prerequisite: **Sociology 101** or **Anthropology 101** or permission of the instructor.

251b. Sociology of Health and Illness. Fall 2005. Susan Bell.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and process of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101** or permission of the instructor.

[252b. Sociology of Chronic Illness and Disability.]

253b. Constructions of the Body. Spring 2006. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Women's Studies 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and one of the following: **Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

255b,d. Traditional Healing in Sociohistorical Perspective. Spring 2005. Kirk Johnson.

Places non-western healing traditions in social and historical context to illuminate their contemporary popularity. Considers voodoo, spirit worship, herbalism, and other traditional beliefs and practices of African-Americans, Latinos/as, Native Americans, and other marginalized groups. Explores the universalizability of the meanings of illness and healing across cultures and through history, and factors influencing observed variability.

Prerequisite: **Sociology 101** or **Anthropology 101,** or permission of the instructor.

258b. Religion, Language, and Performance. Fall 2004. Matthew Tomlinson.

To what extent are religious meanings, experiences, and sensibilities constructed through language used in performance? Conversely, what is the symbolic potential of non-linguistic religious practices? Reading of ethnography and theory describing religious practices in many different cultures explore the way language can constitute religious action. Topics include different conceptions of "performance" and "performativity," language's role in constructing senses of danger, language as material representation of immaterial agents, and divine reported speech. (Same as **Anthropology 258.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

291b–294b. Intermediate Independent Study in Sociology. The Department.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2005. Susan Bell and Joe Bandy.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: Senior standing and **Sociology 211,** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Sociology. The Department.

ANTHROPOLOGY

Introductory, Intermediate, and Advanced Courses

101b,d. Introduction to Cultural Anthropology. Fall 2004. Matthew Tomlinson. Spring 2005. Krista Van Vleet.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. This course introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include: cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b,d. Introduction to World Prehistory. Fall 2004. Scott MacEachern. Spring 2005. Leslie Shaw.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Fall 2004. Krista Van Vleet.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

202b. Essentials of Archaeology. Fall 2005. Scott MacEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time. Will include a significant field work component, including excavations on campus.

Prerequisite: **Anthropology 102**, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Fall 2004. Pamela Ballinger.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

206b. The Archaeology of Gender and Ethnicity. Fall 2005. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Women's Studies 206.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

218b,d. Anthropology of Islands. Spring 2006. Anne Henshaw.

Focuses on the diversity of island peoples and cultures and the unique place they hold within the field of anthropology. Explores the range of environmental contexts in which island peoples adapt, as well as the unique socioeconomic systems and historical experiences that characterize them. Examines the powerful sense of cultural identity that islanders share, and the many challenges and opportunities they face in an age of globalization and limited resources. Selected case studies draw from islands in the Pacific and North Atlantic, including Maine, to bring a comparative and interdisciplinary understanding of island societies past and present. (Same as **Environmental Studies 213.**)

Prerequisite: **Anthropology 101** or **102.**

221b. The Rise of Civilization. Spring 2005. Scott MacEachern.

Archaeology began with the study of the great states of the ancient world, with Egypt, Mesopotamia, China, the Maya, and the Aztecs. Examines the origins of civilizations in the Old and New Worlds, using archaeological, historical, and ethnographic data. Reviews the major debates on state formation processes, the question of whether integrated theories of state formation are possible, and the processes leading to the collapse of state societies.

Prerequisite: **Anthropology 101** or **102**.

[222b. Culture through Performance.]

[223b. Nationalism and Ethnicity.]

[225b. Class and Culture.]

226b. Culture and Archaeology: Using the Present to Understand the Past. Fall 2004. Scott MacEachern.

Examines the ways in which information collected from ethnographic and historical sources, and from present-day observations, can be used to generate theories about the functioning of past societies. First examines how ethnoarchaeologists use studies of present-day material culture to inform and enrich archaeological reconstructions. Next examines the ways in which oral and written histories can be used to develop theories of how and why cultures change. Also discusses the relationship between historical and anthropological accounts.

Prerequisite: Previous course in anthropology or sociology.

[228b. Language, Culture, and Emotion.]

229b,d. Maya Archaeology and Ethnohistory. Fall 2004. Leslie Shaw.

Focuses on the Maya civilization of Central America using archaeological data and Spanish accounts of traditional Maya life at the time of the conquest. Topics include Maya adaptations to diverse tropical environments, the decipherment of Maya writing, political instability and warfare, and Maya cosmology and the continuation of these beliefs into modern times. Semester projects are used for intensive research into selected issues of Maya archaeology. (Same as **Latin American Studies 229.**)

Prerequisite: **Anthropology 102** or **202** or permission of the instructor.

230b. Language, Identity, and Power. Spring 2005. Krista Van Vleet.

What place does language have in everyday life? How are identities produced and perceived in personal and social interactions? How is language used to reinforce, challenge, or reconfigure relationships of power? Approaches the study of language as a social and historical reality that emerges in the interactions of individuals. Using examples from a variety of social and cultural contexts, discusses: the relationship between language, culture, and thought; structure and agency; language and social inequality; language acquisition and socialization; multilingualism and multiculturalism; verbal art and performance. Throughout, considers how aspects of an individual's identity such as gender, race, ethnicity, class, age, and sexual orientation articulate in social and linguistic interactions.

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

231b,d. Native Peoples and Cultures of Arctic America. Fall 2004. Susan Kaplan.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Environmental Studies 231.**)

Prerequisite: **Anthropology 101** or **102**.

233b,d. Peoples and Cultures of Africa. Spring 2005. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in

African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Africana Studies 233**.)

Prerequisite: Previous course in anthropology.

[234b,d. Women, Power, and Identity in India.]

[235b,d. South Asian Cultures and Societies.]

237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality.Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Women's Studies 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

238b,d. Culture and Power in the Andes. Fall 2004. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Latin American Studies 238.**)

Prerequisite: Previous course in anthropology or sociology.

[239b,d. Indigenous Peoples of North America.]

240b,d. Nationalism and Transnationalism in the Pacific Islands. Spring 2005. Matthew Tomlinson.

New nationalist movements in the Pacific Islands give fresh urgency to questions about how the "nation-state" has become a standard sociopolitical category in the modern era. Focuses on nationalist movements that have taken place since the 1970s in the post-independence Pacific, drawing people into national orbits through shared senses of culture, ethnicity, and consumption. Readings include material from Melanesia, Micronesia, and Polynesia, focusing especially on Papua New Guinea, the Solomon Islands, Fiji, Hawai`i, and New Zealand.

Prerequisite: **Anthropology 101** or **Sociology 101**.

244b. Peoples and Societies of the Mediterranean. Fall 2004. Pamela Ballinger.

Explores the conceptual and political construction of "the Mediterranean" as a region and examines similarities and differences between the Mediterranean's northern and southern shores, focusing on religious systems and practices, gender relations, and political systems and behaviors. Attention is also given to contemporary issues of economic development, immigration, and regionalism. Materials examined include traveler accounts, novels, anthropological and historical analyses, and popular films.

Prerequisite: Previous course in anthropology or sociology.

246b. Anthropology of the Balkans. Fall 2005. Pamela Ballinger.

Explores the conceptual and political construction of the Balkans as a crossroads between great empires, religious systems, languages, and ethnic and national groups. Topics covered include: the tensions (past and present) between visions of commonality (pan-Slavism, for example) and exclusive national definitions; local responses to broad processes of state formation, war, and modernization; and the transformation of much of the region as a result of five decades of state socialism. The ongoing changes in the region with the transition from socialist rule will receive particular attention.

Prerequisite: **Anthropology 101** or permission of the instructor.

248b,d. Activist Voices in India. Spring 2005. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248** and **Women Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

[249b,d. Mesoamerican Civilizations.]

251b. The Culture of Italian Fascism. Spring 2005. Pamela Ballinger.

Examines Italian fascism through a focus on its cultural contexts. Topics explored include the relationship between politics and aesthetics (particularly avant-garde art movements), colonialism and race, and fascist interventions into work, family, and leisure. Artistic representations of fascism in post-1945 Italy, as well as contemporary contests over the fascist legacy, are also discussed. (Same as **Italian 251.**)

Prerequisite: **Anthropology 101** or **Sociology 101,** or **Italian 221.**

255b,d. From Jesus to Jerry Falwell: The Anthropology of Christianity. Spring 2005. Matthew Tomlinson.

How is Christianity a cultural product? Has Christianity shaped different cultures to a global standard, or have different cultures shaped the religion in distinctively consequential ways? An anthropological approach to studying Christianity, reading ethnographic and historical accounts of congregations across different cultures. Main themes addressed include missionary encounters; millennialism and conflict; globalization and localization; ritual and performance; and the Bible and textuality. (Same as **Religion 255**.)

Prerequisite: **Anthropology 101.**

[256b,d. African Archaeology: The Roots of Humanity.]

257b. Environmental Archaeology. Fall 2004. Anne Henshaw.

Explores the theoretical and methodological approaches archaeology uses to study the diverse and changing relationships between humans and the environment. Theoretical issues focus on the different ways archaeologists and cultural anthropologists define and understand the role culture plays in mediating human/environmental interactions. Drawing on ethnographic and archaeological examples, places special emphasis on the way humans have adapted to local environments and have been the periodic instigators of ecosystemic change, both in the past and present. Also examines how archaeological research design and survey methods can be used in conjunction with other disciplines, including biology, geology, and history, to locate sites and provide baseline information on changing landscapes through time.

A significant component to the class involves hands-on field research at Bowdoin's Coastal Studies Center on Orr's Island. Students participate in mapping exercises on the property and conduct systemic surveys to document changing land use practices through time. (Same as **Environmental Studies 257.)**

Prerequisite: **Anthropology 102 or** permission of the instructor.

258b. Religion, Language, and Performance. Fall 2004. Matthew Tomlinson.

To what extent are religious meanings, experiences, and sensibilities constructed through language used in performance? Conversely, what is the symbolic potential of non-linguistic religious practices? Reading of ethnography and theory describing religious practices in many different cultures explore the way language can constitute religious action. Topics include different conceptions of "performance" and "performativity", language's role in constructing senses of danger, language as material representation of immaterial agents, and divine reported speech. (Same as **Sociology 258.)**

Prerequisite: **Sociology 101** or **Anthropology 101.**

[260b,d. Cultures on Display: Anthropology and Museums.]

291b–294b. Intermediate Independent Study in Anthropology. The Department.

310b. Contemporary Issues in Anthropology. Spring 2005. Pamela Ballinger.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101, 102, 201,** and **203,** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Anthropology. The Department.

Theater and Dance

Professor
June A. Vail
Associate Professor
Davis Robinson, *Chair*
Lecturers
Gretchen Berg
Sonja Moser
Gwyneth Jones
Paul Sarvis

Adjunct Lecturers
Judy Gailen
Libby Marcus
Michael Schiff-Verre
Production Coordinator
Joan Sand
Costume Shop Manager
Melissa Heckman
Department Coordinator
Noma Petroff

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 27.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See page 178.

DANCE

The Dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department emphasizes dance's relation to the performing and fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101; Dance 111/112, 211/212,** or **311/312**; **Dance 102, 130, 140,** or **150**; and two additional courses at the 200 level or higher.

Introductory, Intermediate, and Advanced Courses

101c. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2004. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom, as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Women's Studies 102.**)

102c. Making Dances. Every year. Fall 2004. Gwyneth Jones.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every year. Fall 2004. Michael Schiff-Verre.

Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. May be taken as Credit/Fail only . (Same as **Theater 104**.)

130c. Principles of Design. Every year. Spring 2005. Judy Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Theater 130.**)

140c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Theater 140.**)

150c. Improvisation. Every other year. Spring 2005. Gretchen Berg.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Theater 150.**)

[201c. Topics in Dance History: Five American Originals.]

202c. Topics in Dance History: Dancing Revolutions. Spring 2005. June Vail.

Focuses on avant-garde trends in dance during times of political and social upheaval during the past century. Students explore American dance's anti-Establishment theories and revolutionary performance strategies including turn-of-the-century feminism, class and racial solidarity in the 1930s, activist, anti-war spontaneity of the 1960s, and gender identities in the 1990s. Combines studio work with reading, writing, and viewing, augmented by live performances and workshops with visiting dance companies such as Urban Bush Women.

Prerequisite: One of the following: **Dance 101, 102, 111, 211,** or **311,** or permission of the instructor.

220c. Dance Genres: African American Culture in Action. Every other year. Spring 2006. June Vail.

Studio technique and theory, focusing on three African American dance genres: Swing, modern, and Hip-Hop. Students learn and practice these forms and some others, including Step dance, and examine their meaning as art and cultural expression. When applicable, they are used as sources for the skills, strategies, and subjects of concert dance.

Prerequisite: **Dance 101, 102, 111, 140, 211,** or **311.**

320c. Advanced Performance Theory and Practice. Every third year. Fall 2005. The Department.

Designed for strong and experienced dancers, and conducted as a series of rehearsals culminating in a performance at the semester's end. The final performance is either an original choreographed piece or a reconstructed historical dance. Students should expect a more rigorous rehearsal process than in **Dance 112** or **212,** with greater demand placed on their individual creative, musical, organizational, and physical skills. Students are required to participate in rehearsals and performances outside of class time.

Prerequisite: Previous 200- or 300-level dance course.

321c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2006. June Vail.

Investigates critical perspectives on the performing arts and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Theater 325.**)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

322c. Ensemble Performance. Every third year. Fall 2006. The Department.

An opportunity for theater and dance students to work together on an original performance piece. Examines other groups in dance and theater that have developed similar works based on literature, current events, and personal experience. Students research and explore a theme together to build a work that blurs the boundaries between theater and dance, using a combination of physical and narrative exercises to develop the score/script. Students build the piece collaboratively over the semester and present it at the end of the term. (Same as **Theater 322**.)

Prerequisite: Previous 100-level theater or dance course and an additional theater or dance course, preferably at the 200 level.

323c. Breath, Voice, Movement, and Text. Fall 2004. Paul Sarvis.

Explores the relationship between movement and language. Text is considered as an inspiration, subject, formal template, or framing device for dance. May be taught as a performance class, a creative process class, or a studio/theory class. Some outside rehearsal time is required. (Same as **Theater 323**.)

Prerequisite: Previous 200- or 300-level dance course.

[324c. Borrowed Forms.]

291c–294c. Intermediate Independent Study in Dance. The Department.

401c–404c. Advanced Independent Study in Dance. The Department.

Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111, 211, 311**; and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) *and* a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit*. Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 2004–2005: Gwyneth Jones and Paul Sarvis.

111c. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. One-half credit.

112c. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. One-half credit.

211c. Intermediate Dance Technique. Every semester. The Department.

A continuation of the processes introduced in **Dance 111.** One-half credit.

212c. Intermediate Repertory and Performance. Every semester. The Department.

Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112.** One-half credit.

311c. Intermediate/Advanced Dance Technique. Spring 2005. The Department.

A continuation of the processes introduced in **Dance 211.** One-half credit.

312c. Intermediate/Advanced Repertory and Performance. Spring 2005. The Department.

Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212.** One-half credit.

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways in which theater provokes the imagination, tells stories, creates community, and challenges assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Faculty-directed productions are open by audition to the entire student body. Student-directed projects under faculty supervision are encouraged through independent study and honors projects. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum at Bowdoin, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: Two courses from **Theater 101, 104, 106, 120, 130, 140, 150;** two courses from **Theater 203, 220, 235, 260, 270, 305, 320, 321, 322, 324;** and one additional course in theater or dance.

101c. Making Theater. Every year. Fall 2004. Libby Marcus.

An introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Focuses on active studio work. Students examine theories of twentieth-century theater makers, see and reflect on live performances, and experience different approaches to making original work. Students work together to develop and perform three small pieces and a final group performance project.

104c. Stagecraft. Every year. Fall 2004. Michael Schiff-Verre.

Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. May be taken as Credit/Fail only. (Same as **Dance 104.**)

106c. Introduction to Drama. Spring 2005. William Watterson.

Beginning with a close reading of Aristotle's *Poetics*, introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, Molière, Sheridan, Ibsen, Chekhov, O'Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes ("Photogenic Realism," "Epic Theater," "Theater of the Absurd," etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class.(Same as **English 106**).

120c. Acting I. Every semester. Fall 2004. Spring 2005. Sonja Moser.

Introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c. Principles of Design. Every year. Spring 2005. Judy Gailen.

Studio course that stimulates students to consider the world of a play, dance, or performance piece from a designer's perpective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Dance 130.**)

140c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Dance 140.**)

150c. Improvisation. Every other year. Spring 2005. Gretchen Berg.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Dance 150.**)

203c. Women in Performance. Fall 2005. Gretchen Berg.

An exploration of women on stage — as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Women's Studies 203.**)

Prerequisite: A 100-level course in theater or Women's Studies.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2005. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale*, and *The Tempest* in light of Renaissance genre theory. (Same as **English 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2006. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

212c. Shakespeare's History Plays. Every other year. Fall 2004. William Watterson.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **English 212**).

Prerequisite: One first-year seminar or 100-level course in the English department.

220c. Acting II: Voice and Text. Every year. Spring 2005. Sonja Moser.

An intermediate acting course focused on the link between language, thought, and feeling. Students work with poetry, plays, and dramatic texts to encourage vocal and physical freedom. Breathing exercises and improvisational work on vocal range, color, and interpretation are rooted in a close reading of the texts. Final projects in monologue and scene work emphasize the power and subtlety of the spoken word.

Prerequisite: Previous 100-level theater course.

[223c. Renaissance Drama.]

230c. Restoration and Eighteenth-Century Drama. Every other year. Fall 2004. Ann Kibbie.

This study of English drama from 1660 to the end of the eighteenth century focuses on a variety of dramatic modes, including Restoration comedy, heroic tragedy, "she-tragedy," and sentimental comedy. Authors may include Wycherley, Etherege, Behn, Congreve, Shadwell, Dryden, Rowe, Otway, Centlivre, Inchbald, Addision, Steele, Sheridan, and Goldsmith. (Same as **English 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

235c,d. Puppetry. Spring 2005. Libby Marcus.

In its most basic form, puppetry is the inanimate made animate for the purpose of personal expression in performance. A thorough introduction to the art of puppetry. Students design and build different styles of puppets (hand, shadow, rod) and learn to use them. The cultural context of puppetry around the world is considered. Students create several short puppet pieces and one culminating performance work in which the primary medium is puppetry. (Same as **Visual Arts 235.**)

Prerequisite: A 100-level course in theater or visual arts.

[236c. Opera.]

260c. Playwriting. Every other year. Fall 2004. Gretchen Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 260.**)

Prerequisite: A 100-level course in theater or dance or permission of the instructor.

[262c. Drama and Performance in the Twentieth Century.]

270c. Directing. Every year. Fall 2004. Davis Robinson.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Attention is also paid to collaborating with designers. Students study directing theories and techniques, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: Previous 100-level course in theater or dance.

305c. Studio 305. Every other year. Spring 2006. The Department.

A senior theater seminar focusing on independent work. Advanced students creating capstone projects in playwriting, directing, acting, and design meet weekly as a group to critique, discuss, and present their work. Final performances are given at the end of the semester.

Prerequisite: A 100-level theater course and an additional course in theater or dance, preferably at the 200 level, or permission of the instructor.

320c. Theater Styles. Fall 2005. Davis Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

321c. Comedy in Performance. Every other year. Fall 2004. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

322c. Ensemble Performance. Every third year. Fall 2006. Davis Robinson.

An opportunity for theater and dance students to work together on an original performance piece. Examines other groups in dance and theater that have developed similar works based on literature, current events, and personal experience. Students research and explore a theme together to build a work that blurs the boundaries between theater and dance, using a combination of physical and narrative exercises to develop the score/script. Students build the piece collaboratively over the semester and present it at the end of the term. (Same as **Dance 322**.)

Prerequisite: Previous 100-level theater or dance course and an additional theater or dance course, preferably at the 200 level.

323c. Breath, Voice, Movement, and Text. Fall 2004. Paul Sarvis.

Explores the relationship between movement and language. Text is considered as an inspiration, subject, formal template, or framing device for dance. May be taught as a performance class, a creative process class, or a studio/theory class. Some outside rehearsal time is required. (Same as **Dance 323**.)

Prerequisite: Previous 200- or 300-level dance course.

324c. Acting Shakespeare. Every other year. Spring 2005. Davis Robinson.

An acting course with emphasis on the theatrical use of verse and heightened language. Examines Elizabethan culture and its impact on Shakespeare's writing. Issues of scansion, rhetorical devices, antithesis, punctuation, and First Folio work are addressed through vigorous voice and movement work. Culminates in a final outdoor performance at the end of the semester.

Prerequisite: A 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

325c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2006. June Vail.

Investigates critical perspectives on the performing arts and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Dance 321**.)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

291c–294c. Intermediate Independent Study in Theater. The Department.

401c–404c. Advanced Independent Study in Theater. The Department.

Women's Studies

Administered by the Women's Studies Program Committee;
Jennifer Scanlon, *Program Director and Chair*
Anne E. Clifford, *Program Administrator*

(See committee list, page 325.)

Associate Professor
Jennifer Scanlon
Assistant Professor
Kristen R. Ghodsee
Adjunct Lecturer
Carol A. Wilson

The Women's Studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Women's studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in women's studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Women's Studies

The major consists of ten courses, including three required core courses—**Women's Studies 101, 201,** and **301**—that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of women's studies courses, or from a set of courses in other disciplines that have been approved by the Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" women's studies courses. Women's studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. In case of elective courses that are listed as related women's studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught women's studies courses and served on the Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Women's Studies 401** and **402**) are required for an honors project in women's studies. No more than two independent studies courses may count toward the women's studies major.

Requirements for the Minor

The minor consists of **Women's Studies 101** and **201,** normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline.

First-Year Seminars

For a full description of first-year seminars, see pages 137–45.

20c. In Sickness and in Health: Public Health in Europe and the United States. Fall 2005. Susan L. Tananbaum.

(Same as **History 20.**)

22c. The Woman's Film. Spring 2005. Aviva Briefel.

(Same as **English 20.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Women's Studies. Fall 2004. Kristen R. Ghodsee. Spring 2005. Jennifer Scanlon.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2004. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101.**)

201b. Feminist Theory. Fall 2004. Jennifer Scanlon.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Women's Studies 101** or permission of the instructor.

203c. Women in Performance. Fall 2005. Gretchen Berg.

An exploration of women on stage — as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Theater 203**.)

Prerequisite: A 100-level course in theater, dance, or Women's Studies.

204b. Families: A Comparative Perspective. Fall 2004. Nancy Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Sociology 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

206b. The Archaeology of Gender and Ethnicity. Fall 2005. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Anthropology 206.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

209c,d. Gender in Islam. Spring 2006. Jorunn Buckley.

Explores categories for interpreting, first, female symbolism in Islamic thought and practice and, second, women's religious, legal, and political status in Islam. Attention is given to statements about women in the Qur'an, as well as other traditional and current Islamic texts. Emphasis on analysis of gender in public vs. private spheres, individual vs. society, Islamization vs. modernization/Westernization, and the placement/displacement of women in the traditionally male-dominated Islamic power structures. **Religion 208** is helpful, though not a prerequisite for this course. (Same as **Religion 209.**)

212b. Gender and Crime. Spring 2005. Janet Lohmann.

Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the context of crimes such as domestic violence and sexual assault, as well as how the correctional system and social policy are affected by the issue of gender. (Same as **Sociology 212.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

[217c. Dostoevsky or Tolstoy.]

[218b. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century.]

[219b. Sociology of Gender.]

220c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2005. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstoya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221.**)

[222c. Women in Russian Society and Culture.]

224b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Sociology 222.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225b. The LGBTQ Movement: Identity, Politics, and Social Change. Fall 2004. Kimberly Clarke Simmons.

Explores the sociology of LGBTQ (lesbian, gay, bisexual, transgender, and queer) identities, politics, and social movements. Examines the social construction of sexual identities and communities, with particular attention to the intersection of sexuality with race, class, gender, and age. Also explores the effects of discrimination on individuals and society. The final segment of the course explores LGBTQ political and social movements. (Same as **Sociology 225**.)

Prerequisite: **Sociology 101, Anthropology 101**, or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

227b,d. Women and World Development. Fall 2004. Kristen R. Ghodsee.

Makes an interdisciplinary and critical survey of the previous development paradigms and their diverse and wide-ranging consequences. Using literary, journalistic, theoretical, and visual texts, first examines the issues and experiences of women in the "developing" and "transitioning" world through their own words. Then reviews the major theoretical underpinnings of the "Women and Development," "Women in Development," and "Gender and Development" movements and the critiques that they have engendered over the previous three decades. Also explores women's issues in the post-modern context, looking at the emerging challenges that late capitalist globalization, neo-liberal economic hegemony, and self-redefining nationalisms and fundamentalisms pose to the way that women ultimately experience their lives and societies.

[228b. Language, Culture, and Emotion.]

231b. Economics of the Life Cycle. Fall 2005 or Spring 2006. Rachel Ex Connelly.

Considers economic issues that occur at each age as one moves through life, such as economics of education, career choice, marriage (and divorce), fertility, division of labor in the household, child care, glass ceilings, poverty and wealth, health care, elder care, and retirement. Considers samples from age-relevant economic models, the empirical work that informs understanding, and the policy questions that emerge at each age lifecycle stage. Differences in experience based on race, gender, sexuality, income level, and national origin will be an important component for discussion. Not open to students who have taken **Economics 301.** (Same as **Economics 231.**)

Prerequisite: **Economics 101.**

235c. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Spring 2005. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? This course will begin with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. The second part of the course will explore more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **History 234**.)

237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality.Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Anthropology 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

[240c. English Romanticism I: Radical Sensibility.]

241c. English Romanticism II: Romantic Sexualities. Fall 2004. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Beckford, Emily Brontë, Burke, Byron, Coleridge, Keats, Lister, Mary Shelley, and Percy Shelley, alongside secondary, theoretical, and historical works. (Same as **English 241**.)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

243c,d. Central Asia through Film and Literature. Spring 2006. Jane Knox-Voina.

Examination of little-known Central Asian peoples of the former Soviet Union and their role in solving cultural, economic, and geopolitical issues facing the twenty-first century. Focus on changes in the socio-economic status of women in the former Soviet Central Asia: Kazakhstan, Uzbekistan, Tadjikistan, Kyrgyzstan, Turkmenistan, and Mongolia. Discussion of the history and culture of this transit zone linking West and East, Christianity and Islam, Europe and Asia, for a better understanding of important geopolitical processes occurring in the border regions of the modern world. Examples of Central Asian literature and cinema. Questions include 1) how do politicization and industrialization affect belief systems of indigenous ethnic groups and their attitude toward the environment, and rural or subsistence economies, and 2) what is the significance of this vast area, rich in oil and gas, for the twenty-first century? Films shed light on the culture, history, spirituality (shamanism), environment, and sociopolitical and gender issues of these ethnic groups. (Same as **Russian 251.**)

244c. Victorian Crime. Spring 2005. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types: images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244.**)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **History 245.**)

246b,d. Activist Voices in India. Spring 2005. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248** and **Anthropology 248.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288;** or **Religion 12, 221, 323**) or permission of the instructor.

249c. History of Women's Voices in America. Spring 2006. Sarah McMahon.

Seminar. Examination of women's voices in America from 1650 to the present, as these emerged in private letters, journals, and memoirs; poetry, short stories, and novels; prescriptive literature, essays, and addresses. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249.**)

Prerequisite: Previous course in history.

252c. Victorian Narratives of Empire. Fall 2004. Aviva Briefel.

Examines the diverse ways in which literary genres, including the domestic novel, the boy's adventure story, and the sensation narrative, constructed England's imperial authority in the Victorian period. Among other topics, considers the role that narratives played in upholding and challenging colonial structures; the literary representation of nationhood; and the impact of categories of race, gender, and sexuality on notions of empire. Also explores recent postcolonial readings of Victorian narratives. Authors may include Brontë, Collins, Conrad, Haggard, Kipling, and Schreiner. (Same as **English 252.**)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

253b. Constructions of the Body. Spring 2006. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Sociology 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and **Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

[256c. Women in Religion.]

261c. Gender, Film, and Consumer Culture. Fall 2004. Jennifer Scanlon.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods.

Prerequisite: **Women's Studies 101, Film Studies 101,** or permission of the instructor.

[263c. Modern British Literatures.]

266c,d. Women and Writing in Modern China. Fall 2005. Shuqin Cui.

Approaches the subject of women and writing in 20th-century China from perspectives of gender studies and literary analysis. Considers women writers and their works in the context of Chinese history and as a challenge to the master narratives of Chinese literary tradition. In addition, constructs a dialogue between Chinese women's texts and Western feminist theory. (Same as **Asian Studies 266.**)

276b. Anarchy, Nationalism, and Fundamentalism. Spring 2005. Kristen R. Ghodsee.

Examines the politics of gender outside of the confines of the liberal democracies. Through close study of the political theories underlying both anarchism and various forms of "totalitarianism," students contemplate how gender roles are shaped and informed by larger political and economic contexts, and how movements for gender equality have historically found themselves aligned with what have been considered more radical politics. The scope of the course includes both domestic and international examples of these alternative state formations throughout history, but with a particular focus on the twentieth century.

277. Applied Research Practicum: Chinese Rural to Urban Migration. Spring 2005. Rachel Connelly.

Highlights applied research methods in microeconomics. Students work throughout the semester in research teams to analyze data from Chinese rural women on their migration and/or the migration of their husbands. While topics of Chinese economic life and economic models of migration are studied, the course primarily focuses on methods: how applied researchers work with data to analyze a set of questions. Elementary statistics is a prerequisite. Statistical techniques beyond the elementary level are taught. (Same as **Asian Studies 269** and **Economics 277.**)

Prerequisite: **Economics 101** and a college level statistics course such as **Economics 257, Mathematics 155** or **165, Psychology 252, Sociology 201,** or permission of the instructor.

301b. Capstone Seminar: Doing Gender Studies: Research Methodologies and Social Change. Spring 2005. Kristen R. Ghodsee. Spring 2006. Jennifer Scanlon.

Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different "tools" of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice.

Prerequisite: Open to Women's Studies majors and minors, or with permission of the instructor.

310c. Gay and Lesbian Cinema. Spring 2005. Tricia Welsch.

Considers both mainstream and independent films made by or about gay men and lesbians. Four intensive special topics each semester, which may include classic Hollywood stereotypes and euphemisms; the power of the box office; coming of age and coming out; the social problem film; key figures; writing history through film; queer theory and queer aesthetics; revelation and revaluations of films over time; autobiography and documentary; and the AIDS imperative. Writing intensive; mandatory attendance at evening film screenings. (Same as **Film Studies 310.**)

Prerequisite: One previous Film Studies course or permission of the instructor.

[322c. Race, Gender, and Ethnicity in British and European Society.]

[323c,d. Voices of Women, Voices of the People.]

324c. Writing A Woman's Life in Late Medieval England: The Autobiography of Margery Kempe. Spring 2005. Mary Agnes Edsall.

Examines the early fifteenth-century autobiographical *Book of Margery Kempe*, an important text for the study of culture and gender in late medieval England. Includes study of the options open to laywomen of this period to provide background for considering Margery's extraordinary trajectory from her life as housewife and mother, to her attempts at business, to her publicly performed role as a self-proclaimed religious figure. Also includes attention to key social and devotional trends of her time to place her religiosity in context and to understand the discourses that contributed to her self-shaping. (Same as **English 324.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

328c. The Horror Film in Context. Fall 2004. Aviva Briefel.

Examines the genre of the horror film in a range of cultural, theoretical, and literary contexts. Considers the ways in which these films represent violence, fear, and paranoia; their creation of categories of gender, class, race, and sexuality; and their participation in such major literary and cinematic genres as the Gothic, parody, and the family drama. Texts may include works by Wes Craven, David Cronenberg, Sean Cunningham, Brian De Palma, Sigmund Freud, Alfred Hitchcock, E.T.A. Hoffmann, Julia Kristeva, Edgar Allan Poe, Roman Polanski, George Romero, and Bernard Rose. (Same as **English 326.**)

Prerequisite: One first-year seminar or 100-level course in English or Women's Studies.

Note: This course is offered as part of the curriculum on Gay and Lesbian Studies.

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in women's studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b,d. Racism. Fall 2004. Roy Partridge.

206b. Media Representations of Reality. Fall 2005. Kirk Johnson.

[275c,d. African American Fiction: Counterhistories.]

[276c,d. African American Poetry.]

[277c. Topics in Nineteenth-Century Literature: Empire of Feeling.]

Anthropology

[222b. Culture through Performance.]

Art History

333c. Caravaggio and Artemisia Gentileschi. Fall 2004. Susan Wegner.

Economics

211b. Poverty and Redistribution. Fall 2004. John M. Fitzgerald.

212b. Labor and Human Resource Economics. Fall 2005 or Spring 2006. Rachel Ex Connelly.

301b. The Economics of the Family. Spring 2005. Rachel Ex Connelly.

Education

202c. Education and Biography. Fall 2004. Penny Martin.

English

274c. Twentieth-Century American Poetry. Spring 2005. Celeste Goodridge.

[275c,d. African American Fiction: Counterhistories.]

[276c,d. African American Poetry.]

[277c. Topics in Nineteenth-Century Literature: Empire of Feeling.]

History

21c. Players and Spectators: History, Culture, and Sports. Fall 2004. Susan L. Tananbaum.

246c. Women in American History, 1600–1900. Fall 2005. Sarah McMahon.

248c. Family and Community in American History. Spring 2005. Sarah McMahon.

Romance Languages

Spanish 208c. Spanish Culture. Fall 2004. Elena Cueto-Asín.

Sociology

10b,d. Racism. Fall 2004. Roy Partridge.

206b. Media Representations of Reality. Fall 2005. Kirk Johnson.

251b. Sociology of Health and Illness. Fall 2005. Susan Bell.

[252b. Sociology of Chronic Illness and Disability.]

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

Historically, Bowdoin College Library has been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of traditional print material with a wealth of digital information resources. The Library's collections, developed over a period of 200 years, contain nearly 975,000 volumes and include over 2,000 current print and electronic periodical and newspaper subscriptions, 132,000 bound periodical volumes, 40,000 maps, over 35,000 photographs, more than 2,500 linear feet of manuscripts, and over 2,500 linear feet of archival materials. Approximately 15,000 volumes are added annually. Subscriptions to over 130 online indexes and databases provide access to thousands of full-text electronic books and journals and other information resources.

The Library serves as the intellectual heart of the campus, offering not only this vast array of print collections and electronic sources, but also instructional programs in their use. The Library's World Wide Web-based Gateway (http://library.bowdoin.edu), accessible from all campus buildings and through Internet connections worldwide, serves as a central portal to electronic online information in the library and around the globe: the Bowdoin library catalog, the catalog holdings of the Colby and Bates college libraries, and other libraries in Maine, around the United States, and throughout the world; electronic periodical indexes in a broad range of disciplines; the Library's subscriptions to hundreds of electronic full-text journals; electronic course reserve readings; and links to hundreds of additional e-text reference works and research collections. The Library Web Gateway also provides links to the enormous assortment of text, recordings, and images available on the Web.

Librarians and faculty members work together to teach research skills and to encourage the use of library resources throughout the curriculum. Librarians provide an active instruction program, training students how to locate information effectively by searching online indexes, full-text databases, and the Web, as well as the library catalog and print resources. Librarians also create Web pages offering research strategies for specific courses and guides to resources for the major fields taught at Bowdoin.

The Library provides a number of services that extend access to resources not held locally. Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of high-speed, high-resolution electronic document delivery services. Through Maine Info Net, catalogs of Colby, Bates, and Bowdoin, and other Maine libraries may be searched simultaneously, and students and faculty may initiate their interlibrary loan requests online for materials held by libraries worldwide.

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, which comprise the majority of the collection. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. The Hawthorne-Longfellow Library building, which was opened in the fall of 1965, was expanded in 1985 to connect to Hubbard Hall, which contains five stack tiers topped by the Albert Abrahamson Reading Room. Further remodeling of Hawthorne-Longfellow occurred in 1993-94, and a major renovation project completed in the fall of 2001 transformed the Library into an even more inviting and comfortable campus center. The Library now provides additional individual and group student study spaces, a technology commons in the reference area, increased network access, wireless connections throughout the building for laptop use and expanded electronic services, improved instructional facilities, and a handsomely renovated reading room in the George J. Mitchell Department of Special Collections & Archives.

Among the amenities in Hawthorne-Longellow Library are an alcove offering new titles, works by Bowdoin authors, a small children's corner for very young visitors, and an audio book collection. Exhibition cases feature displays of interest to students and visitors. Bright, refurbished reading areas, including a new, casual seating area under a central atrium, afford attractive reading and study space, and the reference area offers banks of computer workstations, reference books and bibliographies, CD-ROM databases, and other indexes that support research use of the collections.

The Library provides a variety of new facilities to support the integration of technology into teaching and research. These include a nineteen-station computer laboratory; a newly equipped and expanded twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; the USG Corporation Library Technology Seminar Room; and the Chandler Reading Room for literary events, lectures, and student presentations. The Library also collaborates with Information Technology specialists to support the integration of technology into the curriculum and research.

The Library's first volumes—a set of the Count Marsigli's *Danubius Pannonica-Mysicus,* given to the College in 1796 by General Henry Knox—are still a part of its collections. In the early decades of the nineteenth century, Bowdoin College's library was among the largest in the nation, primarily because of extensive gifts of books from the Bowdoin family and the Benjamin Vaughan family of Hallowell, Maine. Today, the Library remains one of the outstanding college libraries of the United States and provides strong support for all of the College's curricular areas. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The beautifully renovated George J. Mitchell Department of Special Collections & Archives includes rare books and manuscripts, archives documenting the history of the College, and the Senator George J. Mitchell Papers related to the career of the former U.S. Senate majority leader (Class of 1954). These collections are described on the World Wide Web at http://library.bowdoin.edu/arch.

The books, manuscripts, photographs, and other research materials in Special Collections serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials. In addition to the Bowdoin and Vaughan collections of early imprints are extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the elephant-folio edition of John James Audubon's *Birds of America*; E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; artists' books by Maine artists; and the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine.

Records of political figures include materials related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909). Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art, all housed in the exquisite Susan Dwight Bliss Room in Hubbard Hall, and the monumental collection of botanical drawings by Brunswick naturalist Kate Furbish.

Other remarkable manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and writings by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary authors as Vance Bourjaily, John Gould, Marguerite Yourcenar, and Francis Russell. Access to all of these collections is enhanced by descriptive information on the library's Web site.

In 1993, the Bowdoin College Archives were established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation. The archives serve both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community; students frequently incorporate archival material into their research.

The Hatch Science Library, opened in the spring of 1991, offers science-related materials, including periodicals, microforms, maps, government documents, a wealth of indexes and full-text resources, online database searching, and a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The William Pierce Art Library and the Robert Beckwith Music Library, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music.

The Language Media Center, in the basement of Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages and houses the major portion of the Library's collection of audiovisual materials, with special emphasis in the areas of foreign culture, second language acquisition, and film. It is equipped with a Tandberg audio-active language laboratory, playback stations for individual viewing of non-print materials, and fourteen networked Apple computers supporting a variety of instructional software, including specialized word processing tools and desktop videoconferencing. All international standards of analog and digital playback are supported. The Center's Web site provides links for students of both classical and modern languages to online resources that include streaming audio and video from international radio and television, links to online foreign language newspapers and magazines, and an annotated list of language-specific resources. Nine foreign-language broadcast stations received via satellite are directed to the Language Media Center and to classrooms and faculty offices in Sills Hall, Adams Hall, and 38 College Street. Two foreign language channels are also sent to residence halls as part of the campus cable network.

Particular strengths of the center are the support provided for the creation of multimedia presentation materials and the support of the film studies curriculum. The Center offers facilities for the scanning and manipulation of photographic materials, creation of 35 mm slides, recording and editing of analog and digital audio and video, and a classroom for 20 that supports high-resolution display of multimedia presentations. The lobby provides a group area for language discussion groups and viewing of live foreign language television.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a $500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for future purchases of information resources in the humanities. The Library benefits from the income of more than a hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

INFORMATION TECHNOLOGY

Bowdoin places a strong emphasis on the role of technology in the academic program and understands the vital importance of a coherent and coordinated information system solution to support Bowdoin's academic mission. The Chief Information Officer manages the technology budget and coordinates technology for all departments at the College.

Staff of the IT department work with faculty to enhance their teaching and research with innovative uses of technology. They provide technical, design, editorial, and project development opportunities for faculty and monitor trends in educational technology, such as new techniques introduced by online education, the impact of technology on student learning, and the evolving architectural standards of educational products and resources.

Additionally, IT staff provide secure personal email accounts; high speed Internet access in all dorm rooms, offices, and most public areas; wireless networking in some areas; video conferencing capability; cable television; telephone systems; and voice mail. They also provide a full-time Help Desk that includes a student-run help desk (REACH), and site-licensed software such as Microsoft Office Professional.

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers. The labs are fully equipped with Windows, Macintosh, or Linux computers; printing is available in most labs.

BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 14,000 art objects.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu

Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The museum holds an important collection of American colonial and federal portraits, including works by Smibert, Feke, Blackburn, Copley, Stuart, Trumbull, and Sully. Among the five examples by Robert Feke is the full-length likeness of Brigadier General Samuel Waldo, generally regarded as the finest American portrait of the first half of the eighteenth century. The nine paintings by Gilbert Stuart include pendant portraits of Thomas Jefferson and James Madison. *Colonial and Federal Portraits at Bowdoin College,* published in 1966, describes this collection in detail.

The College's collection of ancient art contains sculpture, vases, terra cottas, bronzes, gems, coins, and glass of all periods of the ancient world. The most notable benefactor in this area was Edward Perry Warren, L.H.D. '26, the leading American collector of classical antiquities of the first quarter of the twentieth century. Five magnificent ninth-century B.C. Assyrian reliefs from the Palace of Ashurnazirpal II, an acquisition facilitated for the College by Henri Byron Haskell M1855, are installed in the museum's rotunda. *Ancient Art in Bowdoin College,* published in 1964, describes these holdings.

The College has been the recipient of a Samuel H. Kress Study Collection of twelve Renaissance paintings; a large collection of medals and plaquettes presented by Amanda Marchesa Molinari; a fine group of European and American pictures and decorative arts given by John H. Halford '07 and Mrs. Halford; a collection of Chinese and Korean ceramics given by Governor William Tudor Gardiner, LL.D. '45, and Mrs. Gardiner; and a collection of nineteen paintings and 168 prints by John Sloan bequeathed by George Otis Hamlin.

The College's Winslow Homer Collection comprises works of art and memorabilia pertaining to the artist's career. In the fall of 1964, a gift from the Homer family brought to Bowdoin the major portion of the memorabilia remaining in the artist's studio at Prout's Neck, letters written over a period of many years to members of his family, and photographs of friends, family, and Prout's Neck. A large collection of wood engravings was later purchased to augment these holdings and to create a center for the scholarly study of the life and career of this important American artist.

In the late 1960s and early 1970s, the museum acquired through gift and purchase a survey collection of paintings, drawings, and prints by the American artist and illustrator Rockwell Kent.

The permanent collections also contain fine examples of the work of such nineteenth-century and twentieth-century American artists as Martin Johnson Heade, Eastman Johnson, George Inness, Thomas Eakins, John Singer Sargent, William Glackens, Marsden Hartley, Jack Tworkov, Arshile Gorky, Alexander Calder, Franz Kline, Andrew Wyeth, D.F.A. '70, Leonard Baskin, and Alex Katz. A recent bequest has added important European modernist works by Picasso, Matisse, Braque, Magritte, Matta, and Miro.

In 1982, the museum published the *Handbook of the Collections,* dedicated to the memory of John H. Halford '07. In 1985, a comprehensive catalogue of the College's permanent collection of old master drawings was published. *The Architecture of Bowdoin College,* an illustrated guide to the campus by Patricia McGraw Anderson, was published in 1988.

During 1993-94, the Museum of Art commemorated the bicentennial of Bowdoin College and the centennial of the Walker Art Building with the publication of a book titled *The Legacy of James Bowdoin III* and a series of major exhibitions. The book includes scholarly essays on the career and collections of the College's first patron, who was a merchant, agriculturalist, politician, and President Jefferson's minister to Spain. Additional essays discuss the campus life of the art collections left by James Bowdoin to the College, the intellectual foundations of the American college museum, the commission for the art building given by the sisters Harriet Sarah and Mary Sophia Walker in memory of their uncle Theophilus Wheeler Walker, and Walker family history.

In addition to exhibitions of the permanent collections, a lively temporary exhibition program, often featuring contemporary art, is designed to place the collections in larger contexts and expand traditional ways of seeing. Recent major exhibitions include *Brutal Beauty: The Paintings of Walton Ford;* two video installations by the anti-apartheid South African artist William Kentridge; *Reflections in Black: African-American Photography—The First 100 Years; Simple Pleasures,* a site-specific sculpture on the quad by North Carolina artist Patrick Dougherty; *The Prints of Andy Warhol;* and *The Disembodied Spirit*, which traveled to other museums across the nation. Smaller exhibitions are organized with faculty and student involvement to supplement specific courses.

The College lends art objects in the custody of the museum to other institutions throughout the United States and, occasionally, to institutions abroad. The museum also sponsors educational programs including gallery talks and lectures to foster dialogue about the permanent collections and temporary exhibitions.

A group of volunteers conducts tours and assists the museum staff with clerical activities and educational programs. The museum recently was awarded a challenge grant by the Andrew W. Mellon Foundation that permanently endows an internship at the museum for recent art history graduates to encourage use of the art collections in a broad variety of courses across the disciplines at the College.

In 1993, the Winslow Homer Seminar Room was established at the request of students for closer study and examination of works of art normally in storage. During the academic year, this space is used actively by faculty and students for course work and/or independent research projects. The museum is scheduled to undergo a major renovation that will provide full climate control, as well as improved and expanded exhibition, storage, and teaching spaces.

The Museum of Art is scheduled to close in late December 2004 for renovation and expansion, with reopening expected in 2006. While closed, the Museum's important collection of Ancient Art will be on view in the Bliss Room of Hubbard Hall. Museum offices will be temporarily relocated to Jewett Hall, where classes will continue to meet to study first hand the extensive collection of works on paper.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin,* a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is about twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by lectures, panel discussions, and other presentations sponsored by the various endowment funds, departments of study, and undergraduate organizations. As of June 30, 2004, these funds included:

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

The Harold and Iris Chandler Lectureship Fund (2001): Established by family and friends in memory of Dr. Harold L. Chandler of the Class of 1934, the income from this fund is used for lectures on the use of technology to enhance teaching and learning in the humanities and on the impact of educational technology on our society.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to support lectures, courses, or research in the field of mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1970): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to support lectures, courses, or research in the field of mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used to provide lectures on bird life and its effect on forestry.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to to support lectures, courses, or research in the fields of journalism, communication, or public relations.

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College and to sponsor lectures by outstanding women.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and the late Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support a series of lectures to be delivered by men selected by the faculty. In addition to offering a course for undergraduates, the visiting professor on the Tallman Foundation gives public lectures on the subject of special interest.

Phyllis Marshall Watson Fund (2000): Established by Cheryl McAuley and Sheila Marshall Walton in honor of their friend and sister, respectively. Income from the fund provides research support for honors candidates in the history department, and supports periodic lectures, seminars, or colloquia at Bowdoin on selected topics in history.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from student compositions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, World Music Ensemble, Bowdoin Chorus, Concert Band, and Chamber Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Big Band and the *a cappella* vocal groups, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five to thirty singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Bach's motet *Jesu meine Freude,* Palestrina's *Missa Lauda Sion,* music of the African Diaspora and Cuba, and songs by Jimi Hendrix and Reba McIntyre. Recent tours have taken the choir to Europe, South America, England, and Ireland. The Bowdoin Chorus, which usually tours within the United States but recently visited Russia, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Ernest Bloch's *Sacred Service,* Rachmaninoff's *Liturgy of St. John Chrysostom,* Carl Orff's *Carmina Burana,* Mozart's *Requiem,* and music of Latin America. Plans for 2004–2005 include two major works with orchestra.

Contemporary music receives considerable emphasis at Bowdoin. There are frequent visits by guest composers such as Karel Husa, Pauline Oliveros, Zygmunt Krause, and Thea Musgrave, and the Chamber Choir and Band often perform new music. Student compositions can be heard on campus. The performance of American music has included visits by saxophone virtuoso Kenneth Radnofsky and professional jazz musicians such as pianists Kenny Barron, Brad Mehldau, and Renée Rosnes.

Other visiting artists in recent years have included Stanley Ritchie; Mark O'Connor; the Renée Rosnes Quartet; the Lydian String Quartet; the Publick Musick; the orchestra of the University of Tübingen, Germany; and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. There are also sizeable collections of early instruments, Asian instruments, and drums from a variety of world traditions. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ and a small Cooper Tracker organ. A new, 300-seat recital hall is planned for the former Curtis Pool Building. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance curriculum in the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed academic courses. Each year, the department presents two major concerts of student- and faculty-choreographed works: one in December and one in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and in additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work and choreography by student clubs are also presented.

Student-run dance groups often perform as part of Bowdoin Dance Group concerts and in other shows on and off campus; they represent genres as diverse as hip-hop, ballet, ballroom, tap, break dance, capoeira, and African-American step dancing.

Dance concerts are presented in the Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the Smith Union, the squash courts, or outdoors on the Quad. Renovation of Memorial Hall in 2000 provides a beautiful dance studio with skylights and a sprung wooden floor, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Johanna Boyce, Art Bridgman and Myrna Packer, Richard Bull Dance Company, Merce Cunningham, David Dorfman Dance, Douglas Dunn, Meredith Monk, Mark Morris, Phoebe Neville, Wendy Perron, Pilobolus, Dana Reitz, Kei Takei, UMO Performance Ensemble, Doug Varone, Trisha Brown Company, David Parker and the Bang Group, and Susan Marshall Dance Company; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. Choreographer Deborah Hay was on campus for a residency in 2001; Urban Bush Women will perform in 2004. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department. The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included Lanford Wilson's *Book of Days,* Chekhov's *The Cherry Orchard,* Elizabeth Wong's *China Doll,* Naomi Wallace's *In the Heart of America,* and student-directed projects such as *The Glass Menagerie,* with film and live actors, *The Bald Soprano* in French, original student plays, and an English/Theater honors project of *Henry V.* In conjunction with the department's activities, visiting artists present performance workshops and professional courses in a variety of areas. The department has sponsored several residencies and performances by artists such as Spalding Gray and Dan Hurlin (both Obie-award-winning performance and theater artists), Anna Deavere-Smith, and award-winning playwrights Tony Kushner and Holly Hughes.

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and new seminar rooms, expanded rehearsal space, and a new dance studio.

Masque and Gown sponsors an annual, student-written, one-act play festival, a sixty-year-long tradition, partially underwritten by the generous gift of Hunter S. Frost '47. In addition to the one-act play festival, Masque and Gown presents numerous plays throughout the year.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook*.

RESIDENTIAL LIFE

The Office of Residential Life is responsible for the management of the residential life program, support for the College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students with support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SAFETY AND SECURITY

The College Safety and Security Department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Safety and Security Office is located in Rhodes Hall. The **Safety and Security Office** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500

Non-Emergencies - Ext. 3314 or 725-3314

Business - Ext. 3458 or 725-3458

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking, and shuttle service is contained in the *Student Handbook.*

BOWDOIN STUDENT GOVERNMENT

Bowdoin Student Government was reformed in Spring 2002 to create a structure that permits flexibility and encourages more members to take on leadership roles. Student Government consists of twenty-six students, including a president and five vice presidents elected by the student body, two elected representatives from each class, the president of the Inter-House Council, the treasurer (chair of the Student Activities Fee Committee), a representative from each College House, and four members chosen by the president and vice presidents through an interview process in which all students are eligible to apply. Each vice president has specific oversight responsibility for a particular area of student government. The fundamental goal of Bowdoin Student Government remains to be an effective force for the presentation of student opinion to the faculty and the administration.

This reform of Bowdoin Student Government was made in order to achieve the following goals:

1. To improve student access to members of Student Government.
2. To promote efficiency through the use of small groups and the sharing of responsibility.
3. To improve communications and coordination between the various elements of Student Government.
4. To create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin Student Government Constitution is in the *Student Handbook* and on the College's Web site.

STUDENT ACTIVITIES

Student organizations present an array of programs, services, and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the *Bowdoin Bugle* (yearbook), the Outing Club, the *Orient* (campus newspaper), and Masque and Gown (a student-run dramatic organization). Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a campus center; it is an venue for lectures, concerts, dances, and information, and a place that responds to the needs of all members of the College community.

The Smith Union contains the Campus Information Desk, the Student Activities Office, a game room/recreation area, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the campus mail center, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

COMMUNITY SERVICE RESOURCE CENTER

The Community Service Resource Center (CSRC) provides opportunities for students, faculty, and staff to engage in the local region through service. Focusing on the three areas of community service, service learning, and student leadership for the common good, the center acts as a liaison between the campus and the larger community. Community Service includes, for example, mentoring, tutoring in local schools, spending time with senior citizens, volunteering at homeless shelters, and working with immigrant populations in nearby Portland. Fifteen student-led service organizations coordinate these activities and operate under an umbrella organization, the Community Service Council. Through Service Learning courses, students work with faculty to connect community needs to their coursework. Bowdoin offers a number of service-learning courses each semester in several different departments including Economics, Environmental Studies, Geology, Sociology, and Spanish. Student Leaders for the Common Good facilitate service programs through the CSRC. These programs include Pre-Orientation Service Trips, Alternative Spring Break, Annual Service Events, and the Common Good Grant Program. Each fall the entire Bowdoin community is invited to participate in Common Good Day, a day of service in the Brunswick area organized by the CSRC.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs within its division. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. The athletic experience is a wonderful complement to students' academic experience.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student-athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

NESCAC Statement Regarding Alcohol

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the member schools expressly prohibit hazing.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club, and intramural sports. Over thirty intercollegiate teams, three levels of intramural competition in ten sports, and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring), golf, rowing, rugby, volleyball, water polo.

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, golf, rowing, rugby, water polo.

Coed: Sailing, equestrian, ultimate frisbee.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Ice Hockey Arena; the Sidney Watson Fitness Center; a multipurpose aerobics room; 8 hard court tennis courts;

a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; the Lubin Family Squash Center with 7 international squash courts; 35 acres of playing fields; the new Howard F. Ryan Astroturf Field, and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a variety of activities utilizing campus and off–campus facilities. These activities have been selected to provide the entire on–campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure–time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

Please contact Coach Dawn Strout, director of physical education , at Ext. 3945 (email: dstrout@bowdoin.edu) with any questions or special interests.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program. The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Readings for Women's Studies courses are often held on reserve at the WRC for students to use in the building. The WRC publishes a newsletter, *WomeNews*, jointly with the Women's Studies program and posts current information about news and events on and off campus. The WRC's Web site posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

CAREER PLANNING CENTER

The Career Planning Center (CPC) complements the academic mission of the College. One goal of the Center is to introduce students to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early in their college years for counseling and information on internships and summer jobs. The CPC assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Alumni panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their post-graduate career options and to enhance their understanding of the job market. Programming and advising related to graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of students realizing that they have diverse interests, values, and expectations.

Each year, nearly 80 private sector and non-profit employers and 100 graduate and professional schools participate in Bowdoin's program. An additional 60 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive Web site; houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 7,000 internship listings through participation in the Liberal Arts Career Network and experience.com. In addition, the Center uses cutting-edge technology to manage job leads and target outreach to students. The Center also has a data base with directory information on over 1.7 million organizations in the United States.

The Career Planning Center continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A bi-weekly bulletin publicizes all CPC events and programs in addition to featuring internship, fellowship, and job opportunities.

FELLOWSHIPS AND SCHOLARSHIPS

Bowdoin students receive guidance and support in their efforts to pursue national and international fellowships and scholarships for their undergraduate and graduate education. Opportunities include the Rhodes, Marshall, Truman, Fulbright, Beinecke, and Churchill Fellowships. Bowdoin is one of the select schools eligible for student nominations for the Watson Fellowship and the Junior Fellows Program at the Carnegie Endowment for International Peace.

The fellowship program works jointly with faculty to identify, nurture, and advocate for Bowdoin students who are interested in competing for these opportunities.

HEALTH SERVICES

The Dudley Coe Health Center, Ext. 3770, offers primary and acute care services to students while classes are in session. Regular office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. Most health care needs can be met on a walk-in basis. Gynecological services, comprehensive physical exams, and travel medicine consultations are available by appointment.

The Health Center is a fully-equipped primary care medical office with on-site laboratory and x-ray facilities. It is staffed by a board-certified family physician, board-certified physician assistants, and a registered nurse.

Emergency and after hours coverage is provided through two local hospitals. Mid-Coast Hospital (207-721-0181) and Parkview Hospital (207-729-1641) both operate 24-hour, fully-staffed emergency rooms, urgent care centers, and in-patient care facilities. Security will arrange for transportation when needed, when called at Ext. 3314. In-patient care at both facilities is under the direct supervision of the College's Health Service director, Dr. Jeff Benson.

The Health Center also serves an an international travel immunization center for the State of Maine, providing consultation in travel medicine and vaccinations, including yellow fever. These services are offered to Bowdoin students, faculty, and staff, as well as to the community at large. To schedule a travel clinic appointment, please call Ext. 3770.

All services offered to students at the Health Center are covered by the student health fee. Questions about medical claims and insurance coverage may be referred to Lori Chadbourne (Ext. 3770).

The staff of Student Health Services are committed to promoting the health and well being of the Bowdoin College community through the provision of quality primary and acute care and educational outreach services. Our approach is comprehensive, holistic, and personally attentive, and emphasizes health promotion, disease prevention, and individual self-advocacy. Our goal is to foster wellness, in the broadest sense, within the College community as a whole, and for every individual student in particular. We are happy to discuss any health-related issues with students, and to offer support and resources to health-promoting groups on campus.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals who are dedicated to helping students resolve personal and academic difficulties and maximize their psychological and intellectual potential. During the course of a typical academic year, approximately 20 percent of Bowdoin students take advantage of the opportunity to work individually with a counselor. Counseling staff members assist students who have concerns such as anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug abuse, sexual assault, eating disorders, intimate relationships, and many other matters. In addition to providing individual and group counseling, the counselors conduct programs and workshops for the Bowdoin community and consult with campus peer support/education groups. Free in-house psychiatric medication consultations are also available. The Counseling Service maintains a particularly strong commitment to enhancing multicultural awareness and dialogue within an increasingly diverse community.

Students may schedule counseling appointments by calling 725–3145 or stopping by the office in person. Regular hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. For student concerns requiring immediate attention, an emergency hour is available each weekday from 4:00 to 5:00 p.m. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Security (Ext. 3500). The Counseling Service does not provide services to students during College vacation periods. Information disclosed by a student to his or her counselor is subject to strict confidentiality. The Counseling Service offices are located at 32 College Street.

Alumni and Community Organizations

Alumni Association

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council.

Alumni Council

Officers: Mark W. Bayer '79, president; Kevin P. Wesley '89, secretary and treasurer. Elected and appointed members of the Alumni Council are listed on pages 329–30.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

The recipient in 2004 was Albert F. Lilley '54.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented each year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

The recipient in 2004 was Mary McAteer Kennedy, Director of Dining and Bookstore Services.

Distinguished Educator Award: Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 2004 was Kathryn Graff Low '78.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster '57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

The recipient in 2004 was Kathleen E. Cunningham '01.

Polar Bear Awards: Established in 1999, these awards, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

The recipients in 2004 were Robert I. de Sherbinin '45, Robert R. Forsberg '85, Edward M. Fuller '60, Mary Hoagland King '80, Alfred D. Nicholson '50, and Gail Worthington '85.

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

The recipient in 2004 is to be determined.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published four times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College. For more information about the magazine, please visit our Web site at www.bowdoin.edu/bowdoinmagazine.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 1,000 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants in their home areas, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Alumni Fund

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 2002-2003, the Fund total was $5,977,006, with 55.3% alumni participation.

Chair: Thomas J. Costin '73.

Directors: Mark C. Schulze '93, Jeffrey Mao '92, Elizabeth Butterworth Michalski '87, Terence M. Crikelair '96, Richard G. D'Auteuil '82, John D. Hourihan '77, Paula M. Wardynski '79, Barbara D. Gross '77, Anne M. Ireland '76, Robert F. Lakin '68, Arthur E. Black '91.

Alumni Fund Awards

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 2003 was the Class of 1978, gift chairs Stephen H. Bittel, Nancy Bellhouse May, and Scott B. Perper, and class agent Bradford A. Hunter.

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

The recipient in 2003 was the Class of 1976, class agents Anne M. Ireland and Stephen P. Maidman.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 2003 was the Class of 1953, gift chairs Walter E. Bartlett and J. Warren Harthorne.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 2003 was the Class of 1993, gift chairs Michelle Cobb, Eric Gregg, and Mark Schulze, and class agent John Sotir.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 2003 was the Class of 1993, gift chairs Michelle Cobb, Eric Gregg, and Mark Schulze, and class agent John Sotir.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class that, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipients in 2003 were the Class of 1958, class agent Richard E. Burns, and the Class of 1968, gift chairs Donald C. Ferro and Robert F. Lakin.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two reunion classes achieving the highest percentage of participation.

The recipients in 2003 were the Class of 1978, gift chairs Stephen H. Bittel, Nancy Bellhouse May, and Scott B. Perper, and class agent Bradford A. Hunter, and the Class of 1953, gift chairs Walter E. Bartlett and J. Warren Harthorne.

Robert M. Cross Awards: Established by the directors of the Alumni Fund in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipients in 2003 were Harvey B. Stephens '55 and Robert E. Peterson '65.

$750,000 Club: Established by the Alumni Fund directors in 2001, the $750,000 Club recognizes each class agent and special gifts chair who has led his or her class over the $750,000 figure during an Alumni Fund year.

The recipients in 2003 were Class of 1978, gift chairs Stephen H. Bittel, Nancy Bellhouse May, and Scott B. Perper, and class agent Bradford A. Hunter.

$250,000 Club: Established by the Alumni Fund directors in 2001, the $250,000 Club recognizes each class agent and special gifts chair who has led his or her class over the $250,000 figure during an Alumni Fund year.

The recipients in 2003 were Class of 1976, class agents Anne M. Ireland and Stephen P. Maidman.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

Today, the Society of Bowdoin Women Advisory Board continues to consult in the administration of four endowment funds. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

Advisory Board: Kimberly Labbe Mills '82, O. Jeanne d'Arc Mayo, Joan R. Shepherd.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a group of approximately 1,200 midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and some audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with College events, large and small book discussion groups, and field trips of local interest. Through the Friends Fund, many members choose to support the College library, museums, athletics, and music and performing arts programs.

Bowdoin Friends are also invited to become involved in the Host Family Program. Administered by the Office of Residential Life, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

A $40 to $55 annual fee is requested of all Bowdoin Friends. Benefits of membership include receipt of a bi-weekly calendar of events, discounts to many campus performances, free library borrowing privileges, and discounts at the museum shops.

Steering Committee for 2004–2005: Jim Carter, Judy Collette, Eileen Fletcher, Roy Heely '51, Fran Lee, Jeanne d'Arc Mayo, Fran Nichols, Dian Petty, Barbara Reinertsen, and Chris Schmidt. *Host Family Program liaisons,* Jeanne Clampitt, Larry Clampitt; Roy Heely '51, *Friends Fund chair;* Peggy Schick, *administrative manager;* and Sara Smith, *secretary.*

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, which began at Bowdoin in 1965, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin International Music Festival, Inc.** comprises a music school, several concert series, and the Gamper Festival of Contemporary Music. Approximately 200 gifted performers in their teens and twenties from more than twenty countries participate each summer in a concentrated program ofin a concentrated six-week program of instrumental, chamber music, and composition studies with a faculty composed of teacher-performers from the world's leading conservatories.

The Hockey Clinic, under the direction of the Athletic Department, began at Bowdoin College in 1971. Boys and girls, ranging from eight to nineteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, and soccer. A day camp for children entering grades 1–9 is based in Farley Field House.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Events and Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conferences, visit our Web site at http://www.bowdoin.edu/events/summerPrograms.

Officers of Government

PRESIDENT OF THE COLLEGE

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia). Elected Overseer, 1994. Elected President of the College, 2001.

BOARD OF TRUSTEES

Donald Mack Zuckert, A.B. (Bowdoin), J.D. (New York University), Chair. Elected Overseer, 1987; elected Trustee, 1995. Term expires 2008.

Tracy Jean Burlock, A.B. (Bowdoin). Vice Chair. Elected Overseer, 1990.* Term expires 2006.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2009.

David G. Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2005.

Geoffrey Canada, A.B. (Bowdoin), Ed.M. (Harvard). Elected Overseer, 1995.* Term expires 2006.

Michael Scott Cary, A.B. (Bowdoin), M.A.T. (Brown), M.A. (Yale). Elected Trustee, 2001. Term expires 2006.

William Edwards Chapman II, A.B. (Bowdoin). Elected Trustee, 2002. Term expires 2007.

Gerald Cameron Chertavian, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2002. Term expires 2007.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer, 1994.* Term expires 2005.

Michael M. Crow, B.A. (Iowa State), Ph.D. (Syracuse). Elected Trustee, 2001. Term expires 2006.

Michele Gail Cyr, A.B. (Bowdoin), A.M. (Brown), M.D. (Dartmouth). Elected Trustee, 2000. Term expires 2005.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

John Anthony Gibbons, Jr., A.B. (Bowdoin), M.B.A. (New York University). Elected Trustee, 2002. Term expires 2007.

Stephen Francis Gormley, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once. Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

Alvin Darnell Hall, A.B. (Bowdoin), M.A. (UNC–Chapel Hill). Elected Trustee, 2001. Term expires 2006.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2008.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2008.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

Gregory E. Kerr, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2005.

James Walter MacAllen, A.B. (Bowdoin), M.B.A. (Virginia). Elected Overseer, 1995.* Term expires 2006.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. Term expires 2006.

Lisa Ann McElaney, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

Tamara Alexandra Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

John Steven Osterweis, A.B. (Bowdoin), M.B.A. (Stanford). Elected Trustee, 2004. Term expires 2009.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988.* Term expires 2005.

Scott Bullock Perper, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

Jane L. Pinchin, B.A. (Harpur College, SUNY–Binghamton), M.A., Ph.D. (Columbia). Elected Trustee, 2003, Term expires 2008.

Edgar Moore Reed, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995.* Term expires 2006.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2008.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

Geoffrey C. Rusack, A.B. (Bowdoin), J.D. (Pepperdine). Elected Trustee, 2003. Term expires 2008.

Joan Benoit Samuelson, A.B. (Bowdoin), D.A. (Thomas, Williams, La Salle, Mt. Ida). Elected Overseer, 1995.* Term expires 2006.

Steven M. Schwartz, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999. Term expires 2009.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale). Elected Overseer, 1992.* Term expires 2008.

Peter Metcalf Small, A.B. (Bowdoin). Elected Overseer, 1988.* Term expires 2005.

Sheldon Michael Stone, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2008.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2008.

Alan Richard Titus, A.B. (Bowdoin). Elected Trustee, 2004. Term expires 2009.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988.* Term expires 2005.

David P. Wheeler, A.B. (Bowdoin), M.B.A. (Wharton). Elected Trustee, 2003, Term expires 2008.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2009.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994. Term expires 2007.

The Honorable John Alden Woodcock, Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996. Term expires 2006.

Anne W. Springer, A.B. (Bowdoin), Secretary. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Elected Secretary, 2001. Term expires 2009.

David R. Treadwell, A.B. (Bowdoin), M.B.A. (Harvard), Assistant Secretary. Elected Assistant Secretary, 2001. Term expires 2006.

Richard A. Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Secretary of the College and Staff Liaison to the Trustees.

EMERITI

Thomas Hodge Allen, A.B. (Bowdoin), B.Ph. (Oxford), J.D. (Harvard). Elected Overseer, 1985; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Peter Charles Barnard, A.B. (Bowdoin), A.M. (Middlebury). Elected Overseer, 1977; elected secretary of the president and trustees emeritus and overseer emeritus, 1991.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990*; elected emeritus, 2001.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986*; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D (Bowdoin), D.H.L. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989*; elected emeritus, 2001.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

Norman Paul Cohen, A.B. (Bowdoin), J.D. (Harvard), LL.D (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph, Maine, Western New England, Bowdoin, Nasson). Elected Overseer, 1973; elected emeritus, 1985.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993*; elected emeritus 2004.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991; elected emeritus, 1997.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.* Elected emeritus, 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer, 1984; elected emeritus, 1996.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Wanda Fleming Gasperetti, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 1999; elected emerita 2004.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Leon Arthur Gorman, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994; elected emeritus, 2002.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates, University of Maine). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr., L.H.D. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986*; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin, St. Joseph's College, Northwood University). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Judith Magyar Isaacson, A.B. (Bates), A.M., LL.D (Bowdoin), L.D. (Bates) L.H.D. (Colby), H.L. (University of New England). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997; elected emeritus 2004.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia), J.D. Elected Overseer, 1976; elected emeritus, 1988.

Herbert Mayhew Lord, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.

George Calvin Mackenzie, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer, 1986*; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia), J.D. (Columbia University School of Law) Elected Overseer, 1986; elected emerita, 1995.

Robert H. Millar, A.B. (Bowdoin), B.Div. (Yale), Secretary. Elected 1991, re-elected 1996. Elected secretary emeritus, 2001.

Malcolm Elmer Morrell, Jr., A.B. (Bowdoin), LL.B. (Boston University). Elected Overseer, 1974; elected emeritus, 1986.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002.

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

Campbell Barrett Niven, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 1998.

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986.* Elected emeritus, 2003.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Everett Parker Pope, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

Louis Robert Porteous, Jr., A.B. (Bowdoin), LL.D. (Portland School of Art). Elected Overseer, 1982; elected emeritus, 1994.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988*; elected emerita, 2000.

Peter Donald Relic, A.B. (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987*; elected emeritus, 1999.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994*; elected emerita, 2000.

Carolyn Walch Slayman, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 2001.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986*; elected emeritus, 1992.

Donald Bertram Snyder, Jr., A.B. (Bowdoin). Elected Overseer, 1992.* Elected emeritus, 2003.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Elected emeritus, 2003.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale), LL.D. (Bowdoin). Elected Overseer, 1978; elected emeritus, 1990.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987*; elected emerita, 1999.

William Grosvenor Wadman, A.B. (Bowdoin). Elected Overseer, 1988*; elected emeritus, 2000.

Leslie Walker, A.B. (Bowdoin). Elected Overseer, 1995*; elected emerita, 2001.

Harry K. Warren, B.A. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

Russell Bacon Wight, Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985*; elected emerita, 1997.

Officers of Instruction

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College. (2001)†

Brian Ainscough, B.A. (Fairleigh Dickinson), Coach in the Department of Athletics. (2000)

Suzanne Aldridge, B.A. (California–Davis), M.A. (San Jose State), Visiting Fellow in Education. (2004)

Michele K. Amidon, B.A. (St. Lawrence), Coach in the Department of Athletics. (1996)

Anthony F. Antolini, A.B. (Bowdoin), M.A., M.A., Ph.D. (Stanford), Director of the Bowdoin Chorus and Ear-Training Instructor. (*Adjunct.*) (1992)

Pamela Ballinger, B.A. (Stanford), M.Phil. (Trinity College, Cambridge), M.A., Ph.D. (Johns Hopkins), Associate Professor of Anthropology. (1998)

Joe Bandy, B.A. (Rhodes), M.A., Ph.D. (California–Santa Barbara), Assistant Professor of Sociology. (1998)

William H. Barker, A.B. (Harpur College), Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. *(On leave of absence for the academic year.)* (1975)

Mark O. Battle, B.S. (Tufts), B.M. (New England Conservatory), M.A., Ph.D. (Rochester), Assistant Professor of Physics. (1999)

Thomas Baumgarte, Diplom, Ph.D. (Ludwig-Maximilians-Universität Munich), Assistant Professor of Physics. *(On leave of absence for the academic year.)* (2001)

Paul W. Baures, B.S. (Winona State), M.S., Ph.D. (Minnesota), Visiting Assistant Professor of Chemistry. (2003)

Rachel J. Beane, B.A. (Williams), Ph.D. (Stanford), Associate Professor of Geology. (1998)

Susan E. Bell, A.B. (Haverford), A.M., Ph.D. (Brandeis), A. Myrick Freeman Professor of Social Sciences. *(On leave of absence for the fall semester.)* (1983)

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater Performance. (*Adjunct.*) (1994)

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Joanna Bosse, B.A. (Houghton), M.A. (Michigan State), Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Music. (2002)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)

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†Date of first appointment to the faculty.

** Indicates candidate for doctoral degree at time of appointment.*

Aviva Briefel, B.A. (Brown), M.A., Ph.D. (Harvard), Assistant Professor of English. (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California–Los Angeles), Associate Professor of Chemistry. *(On leave of absence for the academic year.)* (1993)

Jorunn J. Buckley, Cand. mag (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Assistant Professor of Religion. (1999)

Bradford Burnham, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)

Wendy Cadge, B.A. (Swarthmore), M.A., Ph.D. (Princeton), Assistant Professor of Sociology. *(On leave of absence for the academic year.)* (2003)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)

David C. Caputi, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)

Steven R. Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)

Connie Y. Chiang, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Visiting Assistant Professor of History and Environmental Studies. (2002)

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Associate Professor of Computer Science. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences. *(On leave of absence for the fall semester.)* (1976)

Judy Colby-George, B.S., M.S. (Wisconsin–Madison), Adjunct Lecturer in Environmental Studies. *(Academic year)*

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (1987) (*On leave of absence for the spring semester.*)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Associate Professor of History and Asian Studies. (1998)

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Professor of Economics. (1985)

Michael Connolly, B.A. (Brandeis), Coach in the Department of Athletics. (1999)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)

Thomas B. Cornell, A.B. (Amherst), Richard F. Steele Professor of Studio Art. (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Associate Professor of English. (1998)

Elena Cueto-Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Assistant Professor of Romance Languages. (2000)

Shuqin Cui, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies. (2002)

Songrēn Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Assistant Professor of Asian Studies. (1999)

John D. Cullen, A.B. (Brown), Associate Director of Athletics and Coach in the Department of Athletics. (1985)

Charlotte Daniels, B.A./B.S. (Delaware), M.A., Ph.D. (Pennsylvania), Associate Professor of Romance Languages. (1999)

Alexandre Dauge-Roth, M.A. (Université de Lausanne), Ph.D. (Michigan), Visiting Assistant Professor of Romance Languages. (2001)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Assistant Professor of Romance Languages. *(On leave of absence for the fall semester.)* (1999)

Dan Davies, B.S. (Keene State), M.Ed., M.S.P.T. (Hartford), Director of Sports Medicine. (2003)

Shelley Deane, B.S. (Manchester), M.A. (Warwick), Visiting Instructor in Government*. (2004)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Associate Professor of Economics. *(On leave of absence for the academic year.)* (1991)

Elizabeth Chambless de Grummond, B.A. (North Carolina), M.A. (Florida State), M.A. (Michigan), Visiting Instructor in Classics. (2004)

Dallas G. Denery II, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Assistant Professor of History. (2002)

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology and Neuroscience. *(On leave of absence for the fall semester.)* (1983)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Charles Dorn, B.A. (George Washington), M.A., (Stanford), Ph.D. (California–Berkeley), Assistant Professor of Education. (2003)

Mary Agnes Edsall, B.A., M.A., Ph.D. (Columbia), Assistant Professor of English. (2003)

Stephen T. Fisk, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (1977)

John M. Fitzgerald, A.B. (Montana), M.S., Ph.D. (Wisconsin), Professor of Economics. (1983)

Pamela M. Fletcher, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Assistant Professor of Art History. *(On leave of absence for the academic year.)* (2001)

Kristina Ford, B.A. (Michigan State), Ph.D. (University of Michigan), Adjunct Professor of Environmental Studies. *(Spring semester)*

Richard Ford, B.A. (Michigan State), M.F.A. (California–Irvine), Donald M. Zuckert Writer-in-Residence. (2004)

Tomas Fortson, Coach in the Department of Athletics. (2000)

Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. (1990)

Stephanie Fraone, B.A. (Saint Michael's), Ph.D. (Boston College), Visiting Assistant Professor of Psychology. (2004)

Paul Friedland, B.A. (Brown), M.A. (Chicago), Ph.D. (California–Berkeley), Associate Professor of History. *(CBB London – spring semester)* (1997)

Judy Gailen, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. *(Spring semester)*

Lucile Gallaudet, B.A. (Kansas), M.S. in Ed. (Bank Street), Adjunct Lecturer in Education. *(Academic year)*

Davida Gavioli, B.A. (Bergamo), Ph.D. (Pennsylvania State), Visiting Lecturer in Romance Languages. (2003)

Kristen R. Ghodsee, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Assistant Professor of Women's Studies. (2002)

Timothy J. Gilbride, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)

Christopher C. Glass, A.B. (Haverford), M.Arch. (Yale), Visiting Lecturer in Art.

Jonathan P. Goldstein, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)

Celeste Goodridge, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers), Professor of English. (1986)

Robert K. Greenlee, B.M., M.M. (Oklahoma), D.M. (Indiana), Associate Professor of Music. (1982)

Elizabeth Grote, B.S. (Vermont), M.S. (New Hampshire), Coach in the Department of Athletics. (2002)

Lance L. P. Guo, B.A., M.A. (Beijing Normal University), M.A. (Johns Hopkins), Ph.D. (Washington), Assistant Professor of Government and Asian Studies. *(On leave of absence for the academic year.)* (2000)

Anne C. J. Hayden, B.A. (Harvard), M.S. (Duke), Coastal Studies Scholar-in-Residence and Adjunct Lecturer in Environmental Studies. *(Academic year)*

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)

Laura Henry, B.A. (Wellesley), M.A. (California–Berkeley), Instructor in Government*. (2004)

Anne Henshaw, B.A. (New Hampshire), M.A., Ph.D. (Harvard), Director of the Coastal Studies Center and Adjunct Assistant Professor of Anthropology. (1996)

Anna H. Hepler, B.A. (Oberlin), M.F.A (Wisconsin–Madison), Visiting Assistant Professor of Art. (2003)

Dorothea K. Herreiner, B.A. (University of Karlsruhe), M.S. (London School of Economics), Ph.D. (European University Institute), Assistant Professor of Economics. (2001)

Guillermo Herrera, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Assistant Professor of Economics. *(On leave of absence for the academic year.)* (2000)

K. Page Herrlinger, B.A. (Yale), M.A., Ph.D. (California–Berkeley), Assistant Professor of History. (*CBB London – spring semester)* (1997)

James A. Higginbotham, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund. *(On leave of absence for the academic year.)* (1994)

John C. Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan, Jr., Professor of the Humanities in Religion and Asian Studies. (1978)

Sree Padma Holt, B.A., M.A., Ph.D. (Andhra University), Director of the ISLE Program and Lecturer in Asian Studies. *(Fall semester.)*

Hadley Wilson Horch, B.A. (Swarthmore), Ph.D. (Duke), Assistant Professor of Biology and Neuroscience. (2001)

Mary Hunter, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)

William Hurst, B.A., M.A. (Chicago), M.A. (California–Berkeley), Visiting Instructor in Government*. (2004)

George S. Isaacson, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Government. *(Fall semester.)*

Janice A. Jaffe, A.B. (University of the South), A.M., Ph.D. (Wisconsin), Research Professor of Romance Languages. (1988)

Nancy E. Jennings, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Dean for Academic Affairs and Associate Professor of Education. (1994)

Xiaoyun Jiang, B.A. (Capital Normal University–Beijing), Visiting Lecturer in Asian Studies. (2004)

DeWitt John, B.A. (Harvard), M.A., Ph.D. (Chicago), Senior Lecturer in Government and Environmental Studies. (2000)

Amy S. Johnson, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)

Kirk A. Johnson, B.A. (Duke), M.S. (Washington University–St. Louis), Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Sociology. (1999)

R. Wells Johnson, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics. *(On leave of absence for the fall semester.)* (1964)

C Michael Jones, A.B. (Williams), Ph.D. (Yale), Research Associate Professor of Economics. (1987)

Gwyneth Jones, Lecturer in Dance Performance. *(Adjunct.)* (1987)

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. *(On leave of absence from teaching for the spring semester.)* (1985)

Joshua Kempner, B.A. (Oberlin), M.A., Ph.D. (Virginia–Charlottesville), Visiting Assistant Professor of Physics and Astronomy. (2004)

B. Zorina Khan, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Associate Professor of Economics. *(On leave of absence for the academic year.)* (1996)

Ann L. Kibbie, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)

Matthew G. Killough, Sc.B. (Brown), Ph.D. (New York University), Assistant Professor of Mathematics. (2000)

Angus S. King, A.B. (Dartmouth), L.L.B. (Virginia), Distinguished Lecturer.

Aaron W. Kitch, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Assistant Professor of English. (2002)

Thornton C. Kline, A.B. (Dartmouth), M.A. (Chicago), Ph.D. (Stanford), Adjunct Lecturer in Asian Studies. *(Academic year)*

Matthew W. Klingle, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. *(On leave of absence for the academic year.)* (2001)

Jane E. Knox-Voina, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (1976)

Bruce D. Kohorn, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (2001)

Michael Kolster, B.A. (Williams), M.F.A. (Massachusetts College of Art), Assistant Professor of Art. *(On leave of absence for the spring semester year.)* (2000)

Jennifer Clarke Kosak, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Assistant Professor of Classics. (1999)

Tae Yang Kwak, B.A., M.A. (Chicago), Adjunct Lecturer in Asian Studies*. *(Spring semester)*

Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)

Henry C. W. Laurence, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (1997)

Peter D. Lea, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Geology. (1988)

De-nin Deanna Lee, B.A. (California–Berkeley), M.A. (Williams), Ph.D. (Stanford), Assistant Professor of Art History and Asian Studies. (2003)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. *(On leave of absence for the fall semester.)* (1963)

Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Associate Dean for Academic Affairs for Curriculum and Faculty Development and Associate Professor of Mathematics. (1994)

John Lichter, B.S. (Northern Illinois), Ph.D. (Minnesota), Assistant Professor of Biology and Environmental Studies. (2000)

Brian R. Linton, B.A. (Allegheny), Ph.D. (Pittsburgh), Assistant Professor of Chemistry. (2000)

Barry A. Logan, B.A. (Cornell), Ph.D. (Colorado), Associate Professor of Biology. (1998)

Janet K. Lohmann, B.A., M.A. (Lehigh), Ph.D. (Massachusetts), Visiting Assistant Professor of Sociology. (2003)

Suzanne B. Lovett, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)

Scott MacEachern, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Associate Professor of Anthropology. (1995)

Sarah Malakoff, B.A. (Smith), M.F.A. (School of the Museum of Fine Arts and Tufts), Visiting Assistant Professor of Art. (2004)

Stephen M. Majercik, A.B. (Harvard), M.F.A., M.B.A (Yale), M.S. (Southern Maine), Ph.D. (Duke), Assistant Professor of Computer Science. (2000)

Mingus Mapps, B.A. (Reed), Ph.D. (Cornell) Assistant Professor of Africana Studies and Government. (2003)

Libby Marcus, B.A. (Hampshire), M.A. (Emerson), Adjunct Lecturer in Theater. *(Academic year.)*

Janet M. Martin, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. *(On leave of absence for the spring semester.)* (1986)

T. Penny Martin, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education. (1988)

Frank Mauceri, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Director of Jazz Ensembles. *(Adjunct.)* (2003)

Anne E. McBride, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Assistant Professor of Biology and Biochemistry. *(On leave of absence for the academic year.)* (2001)

Thomas E. McCabe, Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. *(On leave of absence for the academic year.)* (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs and Daniel B. Fayerweather Professor of Political Economy and Sociology. (1975)

Julie L. McGee, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Art History and Africana Studies. (1996)

Sarah F. McMahon, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (1982)

Terry Meagher, A.B. (Boston), M.S. (Illinois State), Sidney J. Watson Coach of Men's Ice Hockey. (1983)

Stephen J. Meardon, A.B. (Bowdoin), M.A., Ph.D. (Duke), Visiting Assistant Professor of Economics. (2003)

Gloria Medina-Sancho, B.A. (University of Chile), M.A. (Iowa), Ph.D. (Washington University–St. Louis), Visiting Assistant Professor of Romance Languages. (2003)

Raymond H. Miller, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)

Giorgio Mobili, B.A. (Universita di Pavia (Italy)), M.A. (Washington University in St. Louis), Visiting Lecturer in Romance Languages. (2004)

Richard E. Morgan, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)

John Morneau, B.M. (New Hampshire), Director of Concert Band. *(Adjunct.)* (1988)

Madeleine E. Msall, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Associate Professor of Physics. (1994)

James Mullen, B.F.A. (New Hampshire), M.F.A. (Indiana), Assistant Professor of Art. (1999)

Elizabeth Muther, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. *(CBB Cape Town – fall semester.)* (1993)

Stephen G. Naculich, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Associate Professor of Physics. (1993)

Jeffrey K. Nagle, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (1980)

Danton D. Nygaard, B.A. (Wisconsin), Ph.D. (Massachusetts Institute of Technology), Visiting Associate Professor of Chemistry. (2004)

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)

David S. Page, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry and Biochemistry. (1974)

Michael F. Palopoli, B.S., M.S. (Michigan–Ann Arbor), Ph.D. (Chicago), Associate Professor of Biology. (1998)

H. Roy Partridge, Jr., B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology and Africana Studies. (1994)

Jane Paterson, B.A. (Northwestern), M.S. (Smith), Coach in the Department of Athletics. (1998)

Jill E. Pearlman, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Visiting Assistant Professor of Environmental Studies. (1994)

Nicola C. Pearson, B.S. (St. Mary's College, London), Coach in the Department of Athletics. (1996)

Stefanie Pemper, B.A., M.P.E. (Idaho State), Senior Women's Administrator and Coach in the Department of Athletics. (1999)

Donna Perkins, B.A. (Southern Maine), M.A., M.S., Ph.D. (New Hampshire), Visiting Assistant Professor of Psychology. (2004)

Stephen G. Perkinson, B.A. (Colgate), M.A., Ph.D. (Northwestern), Assistant Professor of Art History. (2002)

Eric S. Peterson, B.A. (Gustavus Adolphus), Ph.D. (California–Berkeley), Assistant Professor of Chemistry. (1999)

Carey R. Phillips, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology. *(On leave of absence for the spring semester.)* (1985)

Mark L. Phillipson, B.A. (Columbia College), Ph.D. (California–Berkeley), Visiting Assistant Professor of English. (2002)

Thomas Pietraho, B.A., M.S. (Chicago), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Mathematics. (2001)

Irene Polinskaya, B.A. equiv. (St. Petersburg State University), Ph.D. (Stanford), Assistant Professor of Classics. *(On leave of absence for the fall semester.)* (2000)

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Thomas F. Radulski, B.A, M.P.A. (New Hampshire), Coach in the Department of Athletics. (2001)

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Anna Rein, M.A. equiv. (University of Pisa), Lecturer in Romance Languages. (2000)

Marilyn Reizbaum, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Professor of English. *(On leave of absence for the academic year.)* (1984)

Mark Rhodes, B.S., M.A. (SUNY–Binghamton), Ph.D. (New Mexico State), Visiting Assistant Professor of Mathematics. (2004)

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Rosemary A. Roberts, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Professor of Mathematics. (1984)

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Paul Sarvis, Lecturer in Dance Performance. *(Adjunct.)* (1987)

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Paul E. Schaffner, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (1977)

Michael Schiff-Verre, B.S.W. (Southern Maine), Technical Director/Resident Lighting Designer and Adjunct Lecturer in Theater. *(Fall semester.)*

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)

Scott R. Sehon, B.A. (Harvard), M.A., Ph.D. (Princeton), Associate Professor of Philosophy. (1993)

Leslie C. Shaw, B.A. (Maine–Orono), M.A. (Wyoming–Laramie), Ph.D. (Massachusetts–Amherst), Visiting Assistant Professor of Anthropology. (1998)

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Kimberly Clarke Simmons, B.A. (Trinity), M.A., Ph.D., (Minnesota-Minneapolis), Visiting Assistant Professor of Sociology. (2004)

Lawrence H. Simon, A.B. (Pennsylvania), A.B. (Oxford), M.A./ B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy and Environmental Studies. *(On leave of absence for the spring semester.)* (1987)

Richard Skinner, B.A. (Hamilton), Ph.D. (Virginia), Visiting Assistant Professor of Government. (2004)

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Louisa M. Slowiaczek, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. *(On leave of absence for the academic year.)* (1998)

Kidder Smith, Jr., A.B. (Princeton), Ph.D. (California–Berkeley), Professor of History and Asian Studies. *(On leave of absence for the spring semester.)* (1981)

Allen L. Springer, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (1976)

Randolph Stakeman, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History and Africana Studies. (1978)

William L. Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology. (1975)

Elizabeth A. Stemmler, B.S. (Bates), Ph.D. (Indiana), Associate Professor of Chemistry. *(On leave of absence for the spring semester.)* (1988)

Dawn R. Strout, B.S., M.E.D. (Maine–Orono), Coach in the Department of Athletics. (1997)

Matthew F. Stuart, B.A. (Vermont), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (1993)

Rachel L. Sturman, B.A. (Chicago), M.A., Ph.D. (California–Davis), Assistant Professor of History and Asian Studies. (2003)

Ryan Sullivan, B.A. (Middlebury), Coach in the Department of Athletics. (2001)

Maria R. Swetnam-Burland, B.A. (Wesleyan), M.A., Ph.D. (Michigan), Visiting Assistant Professor of Classics. (2003)

Dale A. Syphers, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (1986)

Jennifer Taback, B.A. (Yale), M.A., Ph.D. (Chicago), Assistant Professor of Mathematics. (2002)

Susan L. Tananbaum, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (1990)

Birgit Tautz, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Assistant Professor of German. (2002)

Steven H. Theodore, B.A. (Tufts), M.Arch. (Columbia), Adjunct Lecturer in Environmental Studies. *(Fall semester)*

Wiebke N. Theodore, B.A. (Barnard), M.Arch. (Columbia), Adjunct Lecturer in Environmental Studies. *(Fall semester)*

Nicole A. Theodosiou, B.A. (Swarthmore), Ph.D. (Yale University School of Medicine), Assistant Research Professor of Biology. (2003)

Richmond R. Thompson, B.S. (Furman), Ph.D. (Cornell), Assistant Professor of Psychology and Neuroscience. (1999)

Maryli Tiemann, B.A. (Michigan), Adjunct Lecturer in Environmental Studies. *(Academic year.)*

Laura Toma, B.S., M.S. (University of Politechnica Bucuresti), M.S., Ph.D. (Duke), Assistant Professor of Computer Science. (2003)

Matthew A. Tomlinson, B.A. (Rutgers), Ph.D. (Pennsylvania), Visiting Assistant Professor of Anthropology. (2002)

Allen B. Tucker, Jr., A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences. *(On leave of absence for the spring semester.)* (1988)

John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)

David J. Vail, A.B. (Princeton), M.A., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)

June A. Vail, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance. (1987)

Krista E. Van Vleet, B.S. (Beloit), M.A., Ph.D. (Michigan), Assistant Professor of Anthropology. (1999)

William C. VanderWolk, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Professor of Romance Languages. (1984)

Dharni Vasudevan, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Associate Professor of Chemistry and Environmental Studies. (2003)

Margaret Hanétha Vété-Congolo, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Assistant Professor of Romance Languages. (2001)

Anthony E. Walton, B.A. (Notre Dame), M.F.A. (Brown), Writer-in-Residence. (1995)

James E. Ward, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (1968)

Jeffrey H. Ward, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)

William C. Watterson, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)

Dov Waxman, B.A. (Oxford), M.A., Ph.D. (Johns Hopkins), Assistant Professor of Government. *(On leave of absence for the academic year.)* (2002)

Susan E. Wegner, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)

Allen Wells, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell, Jr., Professor of History. (1988)

Tricia Welsch, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green, Jr. Fund. (1993)

Mark C. Wethli, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)

Nathaniel T. Wheelwright, B.S. (Yale), Ph.D. (Washington), Professor of Biology. *(On leave of absence for the academic year.)* (1986)

W. Lindsay Whitlow, B.S. (Duke), Ph.D. (Michigan), Visiting Assistant Professor of Biology. (2002)

Carol A. Wilson, B.E.D.A., M.Arch. (North Carolina State), Coastal Studies Center Scholar-in-Residence and Adjunct Lecturer in Women's Studies. *(Academic year.)*

Jean Yarbrough, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendy, Sr., Professor of Social Sciences. (1988)

Enrique Yepes, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Associate Professor of Romance Languages. (1996)

Reiko Yoshida, B.A. (Konan University, Kobe, Japan), M.A. (West Chester), Visiting Lecturer in Asian Studies. (2004)

OFFICERS OF INSTRUCTION EMERITI

John W. Ambrose, Jr., A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature Emeritus. (1966)

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Henry Johnson Professor of Art and Archaeology Emeritus. (1936)

Ray Stuart Bicknell, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)

Franklin G. Burroughs, Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor Emeritus of the English Language. (1968)

Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)

Charles J. Butt, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)

Guy T. Emery, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)

A. Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

Alfred H. Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)

Edward S. Gilfillan III, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program Emeritus.

William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Charles A. Grobe, Jr., B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)

James L. Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Research Professor of Modern Languages and Professor of German Emeritus. *(Effective 1/1/2005)* (1961)

John L. Howland, A.B. (Bowdoin), Ph.D. (Harvard), Josiah Little Professor of Natural Science and Professor of Biology and Biochemistry Emeritus. (1963)

Charles Ellsworth Huntington, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)

Arthur M. Hussey II, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology Emeritus. (1961)

John Michael Karl, A.B., A.M., Ph.D. (Harvard), Associate Professor of History Emeritus. (1968)

Barbara Jeanne Kaster, A.B. (Texas Western), M.Ed. (Texas–El Paso), Ph.D. (Texas–Austin), Harrison King McCann Professor of Communication in the Department of English Emerita. (1973)

Elroy Osborne LaCasce, Jr., A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics Emeritus. (1947)

Mortimer Ferris LaPointe, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)

Sally Smith LaPointe, B.S.Ed. (Southern Maine), Coach in the Department of Athletics Emerita. (1973)

James Spencer Lentz, A.B. (Gettysburg), A.M. (Columbia), Coordinator of Physical Education and the Outing Club Emeritus. (1968)

Mike Linkovich, A.B. (Davis and Elkins), Trainer Emeritus in the Department of Athletics. (1954)

Burke O. Long, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Kenan Professor of the Humanities Emeritus. (1968)

Larry D. Lutchmansingh, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History Emeritus. (1974)

O. Jeanne d'Arc Mayo, B.S., M.Ed. (Boston), Physical Therapist and Trainer Emerita in the Department of Athletics. (1978)

John McKee, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art Emeritus. (1962)

Robert R. Nunn, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages Emeritus. (1959)

Paul L. Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Frank Andrew Munsey Professor of History Emeritus. (1966)

Clifton C. Olds, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art Emeritus. (1982)

Rosa Pellegrini, Diploma Magistrale (Istituto Magistrale "Imbriani" Avellino), Adjunct Lecturer in Italian Emerita. (1983)

Edward Pols, A.B., A.M., Ph.D. (Harvard), William R. Kenan, Jr., Professor of Philosophy and Humanities Emeritus. (1949)

James Daniel Redwine, Jr., A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature Emeritus. (1963)

Edward Thomas Reid, Coach in the Department of Athletics Emeritus. (1969)

John Cornelius Rensenbrink, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government Emeritus. (1961)

Matilda White Riley, A.B., A.M. (Radcliffe), Sc.D. (Bowdoin), Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita. (1973)

Guenter Herbert Rose, B.S. (Tufts), M.S. (Brown), Ph.D. (California–Los Angeles), Associate Professor of Psychology and Psychobiology Emeritus. (1976)

Daniel W. Rossides, B.A., Ph.D. (Columbia), Professor of Sociology Emeritus. (1968)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater Emeritus. (1955)

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)

C. Thomas Settlemire, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Professor of Biology and Chemistry Emeritus. (1969)

William Davis Shipman, A.B. (Washington), A.M. (California–Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics Emeritus. (1957)

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Robert de Levie, M.S., Ph.D. (University of Amsterdam), Visiting Scholar in Chemistry. (1999)

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Elise Deshayes, Teaching Fellow in Romance Languages – French.

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David K. Garnick, B.A., M.S. (Vermont), Ph.D. (Delaware), Research Scholar in Computer Science.

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Joanne Urquhart, B.S. (State University of New York), M.S. (Dartmouth), Laboratory Instructor in Geology.

Sandra Usuga, Teaching Fellow in Romance Languages – Spanish.

Leonardo Weyand, Teaching Fellow in German.

Officers of Administration

SENIOR OFFICERS

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), President of the College.

Craig W. Bradley, A.B. (Dartmouth), M. Sc. (Edinburgh), Dean of Student Affairs.

Mitchel W. Davis, B.A. (Nevada–Reno), Chief Information Officer.

S. Catherine Longley, A.B. (Bowdoin), J.D. (Suffolk), Senior Vice President for Finance and Administration and Treasurer.

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs.

James S. Miller, A.B. (Brown), M.A. (Michigan State), Dean of Admissions and Financial Aid.

William A. Torrey III, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Administration and Chief Development Officer.

Paula J. Volent, B.A. (New Hampshire), M.A. (New York University), M.B.A (Yale), Vice President for Investments.

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Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs.

Claire V. Berkowitz, B.S. (Mary Washington), M.S. (Shippensburg), Academic Program Analyst.

Rene L. Bernier, B.S. (Maine–Orono), Science Center Manager.

Selby V. Frame, B.F.A. (Virginia Commonwealth), Associate Director of Academic Communications.

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Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Associate Dean for Academic Affairs for Curriculum and Faculty Development.

Dorothy D. Martinson, B.S. (Maine), Assistant Director of Academic Operations.

Ann C. Ostwald, B.S.F.S. (Georgetown University School of Foreign Service), M.A. (California–Berkeley), Director of Academic Budget and Operations.

ADMISSIONS

James S. Miller, A.B. (Brown), M.A. (Michigan State), Dean of Admissions and Financial Aid.

Deborah R. Deveaux, B.S. (New Hampshire), Assistant Dean.

Linda M. Kreamer, B.A. (Maryland), M.L.A. (Johns Hopkins), Senior Associate Dean.

Erby Mitchell, A.B. (St. Joseph's), Assistant Dean, Director of Multicultural Recruitment.

Anne Wohltman Springer, A.B. (Bowdoin), Associate Dean.

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Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2004-2005 COMMITTEES OF THE TRUSTEES*

Academic Affairs: Nancy Bellhouse May, *Chair*; Marijane L. Benner Browne, Geoffrey Canada, Michael M. Crow, Michele G. Cyr, John A. Gibbons, Jr., Alvin D. Hall, Barry Mills, John S. Osterweis, Jane L. Pinchin, Linda H. Roth, Geoffrey C. Rusack, D. Ellen Shuman, Peter M. Small, John J. Studzinski; Faculty member to be elected from Curriculum and Educational Policy Committee; Timothy L. Ballenger '05, Camden H. Ramsay '05, *alternate*; Craig A. McEwen, *liaison officer.*

Admissions & Financial Aid: Marc B. Garnick; *Chair*; David G. Brown, Gerald C. Chertavian, Michele G. Cyr, Dennis J. Hutchinson, Gregory E. Kerr, Tamara A. Nikuradse, Scott B. Perper, Barry Mills, Edgar M. Reed, Joan Benoit Samuelson, Steven M. Schwartz (invited), John A. Woodcock, Jr.; Davis R. Robinson, *faculty;* Daniel L. Herzberg '06, Jason M. Long '05, *alternate*; James S. Miller, *liaison officer.*

Audit Committee: David G. Brown, *Chair*; William E. Chapman II, Marc B. Garnick, D. Ellen Shuman; David E. Warren; S. Catherine Longley and Nigel S. Bearman, *liaison officers.*

Development & College Relations: Peter M. Small, *Chair*; Laurie A. Hawkes, Dennis J. Hutchinson, William S. Janes, James W. MacAllen, Barry Mills, Jane McKay Morrell, Richard H. Stowe, Alan R. Titus, David P. Wheeler, Barry N. Wish; Richard E. Morgan, *faculty*; John Papacosma, *alumni;* Vinay Kashyap '05, Thomas A. McKinley '06, *alternate*; William A. Torrey, *liaison officer.*

Subcommittee on Planned Giving: James W. MacAllen, *Chair;* Marc B. Garnick, William S. Janes, Edgar M. Reed; William A. Torrey and Stephen P. Hyde, *liaison officers.*

Executive: Donald M. Zuckert, *Chair*; Deborah Jensen Barker, David G. Brown, Tracy J. Burlock, David M. Cohen, Marc B. Garnick, Nancy Bellhouse May, Barry Mills, Jane McKay Morrell, Peter M. Small, Sheldon M. Stone; Subcommittee chairs invited: James W. MacAllen, Lisa A. McElaney, John J. Studzinski. Also invited: Dennis J. Hutchinson, John A. Gibbons, Robert F. White, Barry N. Wish; Representatives: Mark W. Bayer, *alumni*; William C. VanderWolk, *faculty*; Bruce M. MacNeil, *parent;* Haliday Douglas '05; Richard A. Mersereau, *secretary.*

** *The President of the College is an ex officio member of all standing committees, except the Audit Committee.*

* *Emeritus status.*

Facilities & Properties: Jane McKay Morrell, *Chair*; David M. Cohen, Barry Mills, Jane L. Pinchin, Linda H. Roth, Lee D. Rowe, Alan R. Titus, David E. Warren, David P. Wheeler; John M. Fitzgerald, *faculty*; Derrick S.Y. Wong '07, Andrew P. Clark '05, *alternate*; S. Catherine Longley, *liaison officer*.

Financial Planning: Deborah Jensen Barker, *Chair*; David G. Brown, William E. Chapman, II, Marc B. Garnick, John A. Gibbons, Stephen F. Gormley, Barry Mills, Scott B. Perper, Edgar M. Reed, Sheldon M. Stone, Robert F. White; David J. Vail, *faculty*; Frederick B. Fedynysyn '05, Maxwell Agenor '07, *alternate*; S. Catherine Longley and Nigel S. Bearman, *liaison officers*.

Investment: Sheldon M. Stone, *Chair*; Stanley F. Druckenmiller*, Stephen F. Gormley, James W. MacAllen, Barry Mills, D. Ellen Shuman, Richard H. Stowe, Frederick G. P. Thorne*, Robert F. White; James E. Ward, *faculty*; Paula Volent, *liaison officer*.

Student Affairs: David M. Cohen, *Chair*; Geoffrey Canada, Michael S. Cary, Laurie A. Hawkes, Gregory E. Kerr, Lisa A. McElaney, Barry Mills, Tamara A. Nikuradse, Geoffrey C. Rusack, Joan Benoit Samuelson, Steven M. Schwartz, John A. Woodcock, Jr.; Vineet A. Shende, *faculty*; Bruce M. MacNeil, *parent*; Alexander M. Cornell du Houx '06, Daniel M. Varley '05, *alternate*; Craig W. Bradley, *liaison officer*.

Subcommittee on Multicultural Affairs: Lisa A. McElaney, *Chair*; Marijane L. Benner Browne, Gerald C. Chertavian, Gregory E. Kerr, Michael H. Owens, Lee D. Rowe; Linda J. Docherty, *faculty*; Michael B. Chan '05, Lyubitsa N. Gerasimova '05, *alternate*; Craig W. Bradley and Betty Trout-Kelly, *liaison officers*.

Committee on Trustees: Tracy J. Burlock, *Chair*; Deborah Jensen Barker, Michael S. Cary, William E. Chapman II, Barry Mills, Michael H. Owens, Robert F. White, Barry N. Wish; Richard A. Mersereau and William A. Torrey, *liaison officers*.

Subcommittee on Honors: John J. Studzinski, *Chair*; Tracy J. Burlock, Geoffrey Canada, Michael S. Cary, Alvin D. Hall, Nancy Bellhouse May, Barry Mills; Scott MacEachern, *faculty*; Scott A. Meiklejohn, Amy Minton, and John Cross, *liaison officers*.

Additional Service:

Museum of Art Executive Advisory Council: Alvin D. Hall, Linda H. Roth and Donald M. Zuckert, trustees; David P. Becker, emeriti.

Information Technology Advisory Committee: John A. Gibbons, *Chair*, Michael M. Crow, Steven M. Schwartz; Mitchel W. Davis, *Staff Liaison*.

Trustee Liaisons to the Young Alumni Leadership Program (YALP): Marijane Benner Browne, Joan Benoit Samuelson, Steven M. Schwartz.

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Anne W. Springer

Assistant Secretary: David R. Treadwell

College Counsel: Peter B. Webster

EMERITI

David P. Becker, *Museum of Art Executive Advisory Council;* Stanley F. Druckenmiller, *Investment Committee;* Frederick G.P. Thorne, *Campaign Steering, Investment Committee*

ALUMNI COUNCIL REPRESENTATIVES

John Papacosma, *Development & College Relations;* Mark W. Bayer, *Executive Committee;* Mark W. Bayer and John Papacosma, *Board of Trustees*

PARENT REPRESENTATIVE

Bruce M. MacNeil, P'00, '04, *Executive, Student Affairs, Board of Trustees*

FACULTY REPRESENTATIVES

Academic Affairs: Faculty to be elected from Curriculum and Educational Policy Committee; *Admissions & Financial Aid:* Davis R. Robinson; *Development & College Relations,* Richard E. Morgan; *Executive Committee,* William C. VanderWolk; *Facilities & Properties,* John M. Fitzgerald; *Financial Planning*, David J. Vail; *Investment,* James E. Ward; *Student Affairs,* Vineet A. Shende; *Subcommittee on Multicultural Affairs*, Linda J. Docherty; *Subcommittee on Honors*, Scott MacEachern; *Board of Trustees*, Joe Bandy and William C. VanderWolk

STUDENT REPRESENTATIVES

Academic Affairs, Timothy L. Ballenger '05, Camden H. Ramsay '05 *(alternate)*; *Admissions & Financial Aid*, Daniel L. Herzberg '06, Jason M. Long '05 *(alternate); Development & College Relations,* Vinay Kashyap '05, Thomas A. McKinley '06 *(alternate); Executive Committee*, Haliday Douglas '05 *(alternate)*; *Facilities & Properties*, Derrick S.Y. Wong '07, Andrew P. Clark '05 *(alternate)*; *Financial Planning,* Frederick B. Fedynyshyn '05, Maxwell Agenor '07 *(alternate)*; *Student Affairs,* Alexander M. Cornell du Houx '06, Daniel M. Varley '05 *(alternate)*; *Subcommittee on Multicultural Affairs*, Michael B. Chan, Lyubitsa N. Gerasimova '05 *(alternate)*; *Board of Trustees*, Haliday Douglas '05, DeRay McKesson

FACULTY COMMITTEES FOR 2004-05

Denis J. Corish, Faculty Parliamentarian
Rachel Connelly, Faculty Moderator
David Collings, Clerk of the Faculty (fall)
Susan E. Bell, Clerk of the Faculty (spring)

FACULTY COMMITTEES

[Note: Numbers in parentheses indicate the year in which the current term on an elected committee ends.]

Appeals (Reappointment, Promotion and Tenure)

Helen L. Cafferty (06), Linda J. Docherty (06), Aaron W. Kitch (07), Elizabeth A. Pritchard (07), Susan L. Tananbaum (07), and William C. VanderWolk (06).

Appointments, Promotion and Tenure

Paul N. Franco (06), Chair (fall); the Dean for Academic Affairs, Peter M. Coviello (07), Dale A. Syphers (07), June A. Vail (07), and Enrique Yepes (06).

Governance

Madeleine E. Msall (05), Chair; Joe Bandy (06), Rachel Ex Connelly (06), William C. VanderWolk (07), and Krista E. Van Vleet (07).

APPOINTED FACULTY COMMITTEES

Administrative

The President, Chair; the Dean of Student Affairs, the Associate/Assistant Dean of Student Affairs, Stephen T. Fisk, Mary K. Hunter, Elizabeth A. Pritchard, Allen L. Springer. Undergraduates: John F. Convery IV '06, Miriam Sopin-Vilme '07, and Haliday Douglas '05 (alternate).

Admissions and Financial Aid

Davis R. Robinson, Chair; the Dean of Admissions, the Dean of Student Affairs, the Director of Student Aid, Kirk A. Johnson, R. Wells Johnson (spring), Samuel P. Putnam (fall) and Susan L. Tananbaum. Undergraduates: Daniel L. Herzberg '06, Jason M. Long '05 (alternate), and one to be appointed.

Curriculum and Educational Policy

The Dean for Academic Affairs, Chair; the President, Rachel J. Beane, Joanna Bosse, Hadley W. Horch, Nancy E. Riley, Seth J. Ramus and Matthew Stuart. Undergraduates: Timothy L. Ballenger '05, Camden H. Ramsay '05, and Adam R. Baber '05 (alternate).

Curriculum Implementation Committee

Adam B. Levy, Chair; Elena Cueto-Asín, Brian R. Linton, Stephen G. Perkinson, and Randolph Stakeman.

Faculty Affairs Committee

Jean M. Yarbrough, Chair, the Dean for Academic Affairs, Aviva J. Briefel, Jorunn J. Buckley, Michael F. Palopoli, and Rosemary A. Roberts.

Faculty Resources

Bruce D. Kohorn, Chair; the Associate Dean for Academic Affairs, Dallas G. Denery II, Sara A. Dickey (spring), John C. Holt, Richmond R. Thompson, and Lawrence H. Simon (fall). Alternate: Margaret Hanétha Vété-Congolo.

Fellowships and Scholarships

Tricia Welsch, Chair; Pamela Ballinger, Barbara Weiden Boyd, David S. Page, Laura I. Toma, an Assistant Dean of Student Affairs, and one staff member to be appointed. *Ex officio:* Director of the Career Planning Center.

First-Year Seminar Committee

Allen Wells, Chair; Aaron W. Kitch, Jane E. Knox-Voina, and Jennifer B. Clarke Kosak.

Lectures and Concerts

Paul E. Schaffner, Chair; the Director of Student Activities, Robert K. Greenlee, De-nin Deanna Lee, Thomas Pietraho, and William C. Watterson. *Ex officio*: the Dean of Student Affairs. Undergraduates: Sarah A. Horn ’07 and Taryn L. King ‘07.

Library

Sarah F. McMahon, Chair; the College Librarian, Steven R. Cerf, Pamela M. Fletcher, John Lichter, and Mingus Mapps. Undergraduates: Thomas J. Rodrigues ’06 and Perrin M. Wheeler ‘07.

Off-Campus Study

Susan E. Wegner, Chair; the Director of Off-Campus Study, Shuqin Cui, Arielle Saiber, and Birgit Tautz. Undergraduates: three to be appointed.

Recording

Barry A. Logan, Chair; the Dean of Student Affairs, Senior Associate Dean of Student Affairs, Registrar, Associate Registrar, Helen L. Cafferty, Suzanne B. Lovett, and Stephen M. Majercik. Undergraduates: Dalvin S. Estrada ’06, Emily C. Hubbard ’07 (alternate), and Taylor C. Salinardi ’05.

Research Oversight

Christian P. Potholm, Chair; the Dean for Academic Affairs, Patsy S. Dickinson (spring), Barbara S. Held, Carey R. Phillips (fall), William L. Steinhart, Herbert Paris, and Ray S. Youmans, D.V.M.

Student Affairs

The Dean of Student Affairs, Chair; the Senior Associate Dean of Student Affairs, the Director of Student Activities, the Director of Athletics, an Assistant Director of Athletics, Ronald L. Christensen (spring), T. Penny Martin, Vineet Shende, Jennifer Taback and Allen B. Tucker (fall). Undergraduates: Daniel W. Chaput '06, Alexander M. Cornell du Houx '06, Burgess C. F. LePage '07, and Daniel M. Varley '05.

Student Awards

Thomas D. Conlan, Chair; Denis J. Corish, Songren Cui, and Edward P. Laine.

Teaching

John H. Turner, Chair; the Associate Dean for Academic Affairs, the Director of the Baldwin Center for Learning and Teaching, Sherrie S. Bergman, Charles Dorn, Stefanie L. Pemper, Eric S. Peterson, and Jennifer Scanlon. Undergraduates: Selena C. McMahan '05 and Melissa S. Perrin '05.

INTERDISCIPLINARY STUDIES PROGRAM COMMITTEES

Africana Studies

Randolph Stakeman, Chair; the Executive to the President for Diversity and Equity, Kirk A. Johnson, Daniel Levine, Scott MacEachern, Mingus Mapps, Julie L. McGee, Elizabeth Muther (spring), and Patrick J. Rael. Undergraduates: all student majors.

Asian Studies

Henry C.W. Laurence, Chair; Thomas D. Conlan, Shuqin Cui, Songren Cui, Sara A. Dickey (spring), John C. Holt, De-nin D. Lee, Natsu Sato, and Kidder Smith, Jr., (fall). Undergraduate: one to be appointed.

Biochemistry

David S. Page, Chair; Bruce D. Kohorn, Brian Linton, Barry A. Logan, Anne E. McBride, Eric S. Peterson, and William L. Steinhart.

Coastal Studies

Anne S. Henshaw, Chair; DeWitt John, Amy S. Johnson, Edward P. Laine, Peter D. Lea, John Lichter, Sarah F. McMahon, and James J. Mullen.

Environmental Studies

DeWitt John, Chair; Joe Bandy, Mark O. Battle, Connie Y. Chiang, Thomas Cornell, Amy S. Johnson, Michael J. Kolster, John Lichter, Lawrence H. Simon, Allen L. Springer, and David J. Vail.

Gay and Lesbian Studies

Peter M. Coviello, Chair; Susan E. Bell (spring), Aviva J. Briefel, and David Collings (fall). Undergraduates: Caitlin M. Connolly ’05 and Haliday Douglas ‘05.

Latin American Studies

Enrique Yepes, Chair; Joe Bandy, Joanna Bosse, Elena Cueto-Asín, Alexandre E. Dauge-Roth, Stephen J. Meardon, Gloria Medina-Sancho, Leslie C. Shaw, John H. Turner, Krista E. Van Vleet, Hanétha Vété-Congolo, Susan E. Wegner, and Allen Wells.

Neuroscience

Patsy S. Dickinson, Chair; Hadley W. Horch, Suzanne Lovett, Seth J. Ramus, and Richmond R. Thompson.

Women’s Studies

Jennifer Scanlon, Chair; Rachel Ex Connelly, Charlotte Daniels, Kristin R. Ghodsee, Jane E. Knox-Voina, T. Penny Martin, Margaret Hanétha Vété-Congolo, and Krista Van Vleet. Anne Clifford (ex officio) Undergraduates: Laura E. Han ’05 and Taylor C. Salinardi ‘05.

GENERAL COLLEGE COMMITTEES

Academic Computing

Patrick Rael, Chair; the College Librarian, the Senior Associate Director for Outreach and Customer Service, Eric L. Chown, Mary Agnes Edsall, Jonathan P. Goldstein, and Jeffrey K. Nagle. Undergraduate: the Chair of the Student Computing Committee (Anthony B. Costa ’05).

Benefits Advisory

The Senior Vice President for Finance and Administration and Treasurer, Chair; Director of Human Resources, Assistant Director of Human Resources, Sara B. Eddy (06), Mary Lou Kennedy (05), Ann L. Kibbie, Yvette F. Lloyd (05), Raymond H. Miller, and Julie J. Santorella (05).

Bias Incident Group

The President, Chair; the Dean of Student Affairs, an Assistant Dean of Student Affairs, the Director of Safety and Security, the Director of the Counseling Service, the Vice

President for Communications and Public Affairs, the Assistant to the President, Peter D. Lea, James J. Mullen, and Betty Trout-Kelly. Undergraduates: Rebecca M. Ginsberg ’07 and Mark Viehman ’07.

Bowdoin Administrative Staff Steering Committee

Megan A. Hart, James E. Kelley, Ruth B. Maschino, Leanne N. Pander, Sarah B. Phinney, Lester Prue, and Peter J. Wagner. *Ex officio*: Tamara D. Spoerri and the Assistant to the President.

Budget and Financial Priorities

The Treasurer, Chair; the Dean for Academic Affairs, the Dean of Student Affairs, the Senior Vice President for Planning and Administration and Chief Development Officer, Susan W. Dye (05), Matthew G. Killough, Judith R. Montgomery (06), David J. Vail, James E. Ward. Undergraduates: Maxwell Agenor ’07 and Frederick B. Fedynshyn ’05.

Campus Safety

The Manager of Environmental Health and Safety, Chair; Cindy Bessmer, Bruce E. Boucher, Courtney B. Brecht, Timothy M. Carr, Dan P. Davies, Jan Day, Michele Gaillard, Philip M. Hamilton, Dodie Martinson, Judith R. Montgomery, Charles E. Osolin, Deborah A. Puhl, Andrew P. Ruszczek, and Dawn M. Toth.

Chemical Hygiene

The Director of the Chemistry Laboratories (J. Foster), Chair; the Manager of Environmental Health and Safety (M. Fisher), the Director of Facilities Operations (C. Hammond), Science Center Manager (R. Bernier), the Director of Biology Laboratories (P. Bryer), the Environmental Studies Program Director (D. John), David Maschino, James M. Mullen (Art), Karen A. Topp (Physics), Joanne Urquhart (Geology), and Dharni Vasudevan (Chemistry/Environmental Studies).

Environmental Action Team

Mark J. Fisher, Chair; Rene L. Bernier, Bruce E. Boucher, Courtney B. Brecht, Corey J. Hammond, Keisha Payson, and Delwin C. Wilson.

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap

The Dean for Academic Affairs, Chair; Songren Cui, Amy S. Johnson, Jane E. Knox-Voina, Daniel Levine (spring), Janet M. Martin (fall). Undergraduates: Nicholas C. Adams ’06, Margaret E. Gray ’07, Justin A. Kievits ’06, and Catoria N. Parker ’07.

Honor Code/J-Board

Celeste Goodridge, Henry Laurence, Stephen G. Naculich, and Scott R. Sehon.

Museum of Art Executive Advisory Council

Director of the Museum of Art, Chair; the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, Dallas G. Denery II, Stephen G. Perkinson, David P. Becker, Alvin D. Hall, halley k. harrisburg, Linda H. Roth and Donald M. Zuckert. Undergraduates: Honora M. Dunham '07 and Kacy L. Karlen '05.

Oversight Committee on Multicultural Affairs

Linda J. Docherty, Chair; the Treasurer, Vice Chair; the Dean for Academic Affairs, the Dean of Student Affairs, the Executive to the President for Diversity and Equity, Diane Hurd (05), William L. Steinhart, Dharni Vasudevan, and Victoria B. Wilson . Undergraduates: Michael B. Chan '05 and Lyubitsa N. Gerasimova '05.

Oversight Committee on the Status of Women

Faculty: Charlotte Daniels, Chair; Kristen R. Ghodsee, Page Herrlinger (fall), and Irene Polinskaya (spring). Administrative Staff: Mary Pat McMahon (06), Peggy Schick (05). Support Staff: Mona J. Paschke (05) and Kate Rutledge (06). Undergraduates: Bree A. Dallinga '06 and Jessica P. Koski '05. *Ex officio*: The Director of the Women's Resource Center, the Executive to the President for Diversity and Equity and the Director of Human Resources.

Professional Development Committee

Tamara D. Spoerri, Coodinator; Ann M. Barbay (06), Michael W. Brown (06), Sue Davies (06), Sharon J. King (05), Bernard A. LaCroix (05), Richard A. Mersereau, and James Westhoff (06).

Radiation Safety

Peter D. Lea, Chair; The Manager of Environmental Health and Safety, Alan W. Garfield, Bruce D. Kohorn, Madeleine E. Msall, David S. Page, and Michael F. Palopoli. Staff: Judith Foster (Chemistry).

Sexual Misconduct Board

DeWitt John, Chair; Nicole A. Theodosiou, and designate of the Dean of Student Affairs. Administrative Staff: Pauline M. Farr (06) and Eric F. Foushee (05). Support Staff: Charles E. Osolin (06) and Bridget B. Spaeth (05). Undergraduates: Edward R. Briganti '05 and Claire M. Falck '05. Melissa D. Hudson '05 (alternate).

Support Staff Advocacy Committee

Amy E. Heggie (05), Chair; Joanne T. Adams (06), Sarita Benoit (06), Thompson M. Colkitt (05), Carol A. Juchnik (05), Patty Silevinac (05), Bridget B. Spaeth (06), James C. Walton, Joseph M. Whispell (05), and Julia C. White (05). *Ex officio*: Tamara D. Spoerri.

Workplace Advisors

John D. Cullen, T. Penny Martin, Lou MacNeill, Leanne N. Pander, Donna M. Trout, and Doris White.

REPRESENTATIVES TO TRUSTEE COMMITTEES

Trustees: Joe Bandy and William C. VanderWolk. Undergraduates: Haliday Douglas '05 and DeRay Mckesson '07. Alumni Council: Mark W. Bayer '79 and one to be appointed. Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Academic Affairs: Faculty member to be elected from Curriculum and Educational Policy Committee. Undergraduates: Timothy L. Ballenger '05, Camden H. Ramsay '05 (alternate).

Admissions and Financial Aid: Davis R. Robinson. Undergraduates: Daniel L. Herzberg '06 and Jason M. Long '05 (alternate).

Development and College Relations: Richard E. Morgan. Alumni Council: John Papacosma '58. Undergraduates: Vinay Kashyap '05 and Thomas A. McKinley '06 (alternate).

Executive: William C. VanderWolk. Alumni Council: Mark W. Bayer '79. Undergraduate: Haliday Douglas '05. Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Facilities and Properties: John M. Fitzgerald. Undergraduates: Derrick S. Y. Wong '07 and Andrew P. Clark '05 (alternate).

Financial Planning: David J. Vail. Undergraduates: Frederick B. Fedynyshyn '05 and Maxwell Agenor '07 (alternate).

Investment: James E. Ward.

Student Affairs: Vineet A. Shende. Undergraduates: Alexander M. Cornell du Houx '06 and Daniel M. Varley '05 (alternate). Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Subcommittee on Multicultural Affairs: Linda J. Docherty. Undergraduates: Michael B. Chan '05 and Lyubitsa N. Gerasimova '05 (alternate).

Subcommittee on Honors (subcommittee of the Committee on Trustees): Scott MacEachern.

Bowdoin College Alumni Council

2004–2005

Mark W. Bayer, A.B. (Bowdoin), J.D. (Columbia). President. Term expires 2006.

Barry P. Barbash, A.B. (Bowdoin), J.D. (Cornell). Term expires 2005.

Mary Kate Devaney Barnes, A.B. (Bowdoin), M.B.A. (Northwestern). Term expires 2007.

Gail A. Berson, A.B. (Bowdoin), M.A. (Emerson). Term expires 2006.

Lawrence C. Bickford, A.B. (Bowdoin), Term expires 2006.

Roswell M. Bond, A.B. (Bowdoin), Term expires 2008.

Richard E. Burns, A.B. (Bowdoin), L.L.B. (New York University). Term expires 2007.

Hillary M. Bush, A.B. (Bowdoin), M.S. (Vermont). Term expires 2005.

Michele L. Cobb, A.B. (Bowdoin), M.A. (Wisconsin-Madison). Term expires 2007.

Nancy E. Collins, A.B. (Bowdoin). Term expires 2005.

Frederic Dalldorf, A.B. (Bowdoin), M.D. (Cornell). Term expires 2006.

Margarita Z. David, A.B. (Bowdoin), M.A. (Columbia). Term expires 2007.

Benson Ford, A.B. (Bowdoin), L.L.B. (Cornell). Term expires 2005.

John W. Goldkrand, A.B. (Bowdoin), M.D. (Tufts). Term expires 2008.

Brett A. Hodess, A.B. (Bowdoin), B.S. (Columbia), M.B.A. (California-Berkeley). Term expires 2008.

Ann Hambleton Kenyon, A.B. (Bowdoin). Term expires 2006.

Sarah Thorp Khetani, A.B. (Bowdoin), M.B.A., M.Ed. (Harvard). Term expires 2007.

Katherine S. LaPine, A.B. (Bowdoin), M.B.A. (Boston University). Term expires 2006.

Sean M. Marsh, A.B. (Bowdoin). Term expires 2008.

Kerry A. McDonald, A.B. (Bowdoin), M.Ed. (Harvard). Term expires 2007.

Elizabeth Butterworth Michalski, A.B. (Bowdoin). Term expires 2006.

Henry T. Moniz, A.B. (Bowdoin), J.D. (Pennsylvania). Term expires 2005.

David A. Morales, A.B. (Bowdoin). Term expires 2006.

Jennifer Dunn Page, A.B. (Bowdoin). Term expires 2006.

John Papacosma, A.B. (Bowdoin), M.A. (New York University). Term expires 2005.

Abigail Marr Psyhogeos, A.B. (Bowdoin). Term expires 2008.

John F. Reilly, A.B. (Bowdoin), M.S. (Johns Hopkins). Term expires 2008.

Michelle A. Ryan, A.B. (Bowdoin). Term expires 2008.

Wayne C. Sanford, A.B. (Bowdoin), M.S. (Illinois-Urbana). Term expires 2007.

Christopher O. Sims, A.B. (Bowdoin). Term expires 2005.

Daniel B. Spears, A.B. (Bowdoin). Term expires 2005.

Harvey B. Stephens, A.B. (Bowdoin), J.D. (Chicago). Term expires 2007.

Michael T. Townsend, A.B. (Bowdoin). Term expires 2005.

Calif X. Tran, A.B. (Bowdoin). Term expires 2008.

Anna Glass van Huystee, A.B. (Bowdoin). Term expires 2005.

Staff Representatives:

Eric F. Foushee, A.B. (Bowdoin), A.M. (Southern Methodist), Director of Annual Giving.

William A. Torrey, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Administration and Chief Development Officer.

Kevin P. Wesley, A.B. (Bowdoin), Director of Alumni Relations and Secretary/Treasurer.

Faculty Representative: Allen L. Springer, A.B. (Amherst), M.A., M.A.L.D., Ph.D., (Tufts). Term expires 2005.

Student Representatives: Carleen R. Knight '05, **Daryl C. McLean '07**, one to be determined.

APPENDIX I
Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions. There are also a number of fellowships, national awards, and prizes that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

THE BOWDOIN PRIZE: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 2000. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The recipient of the award in 1995 was Senator George J. Mitchell '54. In Fall 2000, the award was presented to former Secretary of Defense William S. Cohen '62.

THE PRESERVATION OF FREEDOM FUND: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 2003, was Christopher R. Hill '74, United States Ambassador to the Republic of Poland, former Ambassador to Macedonia, former director for Southeast European Affairs at the National Security Council, special envoy for the Kosovo crisis, and distinguished career diplomat and peace negotiator.

THE COMMON GOOD AWARD: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

Sarah and James Bowdoin Scholars (Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 33.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, and/or humanities. The selected departments choose a student to honor by purchasing books and placing them with a nameplate in the department library. The students also receive a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

Art History and Visual Arts

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to those students judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to one or more graduating seniors judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to those students who who, in the judgment of the studio art faculty, are deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family, David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student or students in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Samuel Kamerling Award: This award, established by the Department of Chemistry in memory of Professor Samuel Kamerling, recognizes truly exceptional work in the organic chemistry laboratory program.

Philip Weston Meserve Fund: This prize, established in memory of Professor Philip Weston Meserve '11, is awarded to a junior chemistry or biochemistry major and is intended to stimulate interest in Chemistry." (1941)

William Campbell Root Award: This award, established in honor of Professor William Root, recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

J. B. Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

J. B. Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas '13, a respected labor economist and United States Senator, recognizes juniors who show outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given annually for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. of the Class of 1903, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Geology

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, Professor of Geology, is awarded annually for an outstanding research project by a senior majoring in geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Geology Department, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Neuroscience

Munno Neuroscience Prize: This prize, established by David W. Munno '99, is awarded for excellence in research by a student majoring in neuroscience. (2000)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dubé '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded, to encourage independent scholarship in the form of honors theses in French. (1956)

Russian

Russian Prize: This prize, established by Professor of Russian Jane Knox-Voina, is awarded to a graduating senior who has achieved distinction as a Russian major. (2003)

Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Sociology and Anthropology

Distinguished Community Service Award: This prize, established by the department and by Sports for Hunger, an organization dedicated to organizing athletes to alleviate hunger in the United States and abroad, is awarded to the student majoring or minoring in one of those fields who demonstrates outstanding leadership in community service and in furthering the principles of social justice. (2003)

David I. Kertzer Prize in Sociology and Anthropology: This prize is awarded ech year for the best senior paper in the Department of Sociology and Anthropology. The award is funded through the John W. riley, Jr., and Matilda white Riley Sociology fund and is given in honor of David kertzer, a former professor in the department. (2003)

Matilda White Riley Prize in Sociology and Anthropology: This prize, established through a gift from distinguished sociologist John W. Riley '30, Sc.D. '72, honors Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology Emerita, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research. It is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a first-year student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-based fellowships described below, students have the opportunity to be nominated for selection for a number of national research grants. Further information on undergraduate and graduate research grants and fellowships is available in the career Planning Center.

James Stacy Coles Undergraduate Research Fellowship and Summer Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Martha Reed Coles Undergraduate Research Fellowship Fund (2000): Established in honor of Martha Reed Coles, by members of her family. As the first lady of Bowdoin College from 1952 to 1967, she took an active and vital interest in every phase of life at the College. The pleasure she received from her interaction with Bowdoin's students and her appreciation of their youthful energy, intellect, achievements, and promise inspired her children to establish the fund. Income from this fund supports students engaged in scholarly research in the arts or humanities.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards (1997): Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freeman Fellowships for Student Research in Asia (1998): Awarded to Bowdoin students to encourage travel and research in Asia, these fellowships are intended to increase understanding and awareness of Asia among students majoring in any academic discipline by supporting research or study projects in Asia resulting in the award of academic credit. Fellowships may be taken during the summer months, between semesters, or to extend study away experiences. Fellowships may also be used to support credit-bearing summer language training in Asia. Fellowships may not be used for study away programs during the academic year. These fellowships are made possible by a generous grant from the Freeman Foundation.

Students are expected to develop proposals in consultation with a faculty mentor. Because Freeman Fellowships are intended to encourage scholarly work of academic value, projects should result in work that will earn course credit toward the Bowdoin degree, typically by means of an independent study or honors project or language study.

Recipients are chosen on the basis of the quality, coherence, and feasibility of the project described in the narrative proposal and the project's relevance to the student's educational plans. Applications are reviewed by a faculty committee, once in the fall, and once in the spring.

Each student awarded a fellowship will be expected to write a 1-3 page report that will be circulated to the faculty on the Freeman Committee and included in the institution's annual report to the Freeman Foundation.

Gibbons Summer Research Internships (2001): The Gibbons internships, established in 2001 through the gift of John A. Gibbons, Jr. '64, provide grants for student summer research, especially for projects that use technology to explore interdisciplinary areas and to develop fresh approaches to the study of complex problems that extend beyond the traditional academic calendar.

Alfred O. Gross Fund (1957): This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Howard Hughes Medical Institute Summer Fellowships: The Howard Hughes Medical Institute Summer Fellowships provide funding for interdisciplinary undergraduate research, particularly in biochemistry and neuroscience, and for student research in marine biology and other biological field studies conducted at Bowdoin's Coastal Studies Center on Orrs Island.

Kappa Psi Upsilon Environmental Studies Fund (1999): The Fund was established by the Psi Upsilon Chapter House Association to support student internships and other programs relating to environmental studies. The ten-week summer internships are coordinated by the Environmental Studies Program and provide several undergraduates with stipends for work with Maine non-profit organizations and governmental agencies. Selection criteria include academic record, students' interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Fritz C. A. Koelln Research Fund (1972): This fund was established by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: An annual gift of the Langbein family is awarded under the direction of the president of the College to undergraduates or graduates to enable the recipients to participate in summer research or advanced study directed toward their major field or lifework. The grant is named in memory of a former president and secretary of the Bowdoin Fathers Association.

The Logan Environmental Studies Internship (2002): This program provides funding for a student to work for a Maine based non-profit environmental organization. The ten-week summer internship is coordinated by the Environmental Studies Program. Selection criteria include academic record, the student's interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Mellon Mays Undergraduate Fellowships: The Mellon program provides two-year fellowships to students who are interested in pursuing an academic career and who demonstrate commitment to the program's goals of increasing educational diversity at the college and university level. Students work with a faculty mentor. The grant provides funds for summer research and other expenses during the academic year.

Paller Research Fellowship: The Paller Research Fellowship supports ten-week sumer neuroscience research projects, conducted by students under the direction of Bowdoin's neuroscience faculty.

Physics Summer Research Internships: The physics fellowships support substantial participation in a scientific research project by students independently interested in the area under study, under the direction of a faculty member. The research projects are intended to give students firsthand experience with productive scholarly scientific research.

Public Interest Career Fund Fellowships (1996): A generous gift from an anonymous donor has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Rusack Coastal Studies Fellowships (2001): The Rusack Coastal Studies fellowships, provided through the generous gift of Geoffrey C. Rusack '78 and Alison Wrigley Rusack, are open to students in the humanities, social sciences, and natural sciences involved in projects that bring new insight and understanding to coastal studies. The fund promotes and facilitates student and faculty disciplinary and interdisciplinary study projects at Bowdoin's Coastal Studies Center, the surrounding coastal areas, and Casco Bay.

Spector Fellowship (2002): This annual fellowship, established by Sherman David Spector '50, is awarded to a graduating senior who plans to pursue graduate studies in history and a career in teaching history at any academic level.

Surdna Foundation Undergraduate Research Fellowship Program (1959): An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

AWARDS IN ATHLETICS

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

Society of Bowdoin Women Athletic Award: This award is presented to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Baseball

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

Basketball

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Football

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Ice Hockey

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Peter Schuh Memorial Award: This trophy is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game. (1995)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

Lacrosse

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

Ellen Tiemer Women's Lacrosse Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1990)

Paul Tiemer Men's Lacrosse Trophy: This award, established in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1990)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

Skiing

J. Scott Kelnberger Memorial Ski Trophy: The trophy is presented by the family and friends in honor and memory of J. Scott Kelnberger '83. (1985)

Soccer

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Squash

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

Swimming

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Tennis

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Track and Field

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Bob and Jeannette Cross Award (The Maine Track Officials' Award): This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Major Andrew Morin Award: This trophy, endowed by long-time track official Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's track team. The winner is selected by a committee of track coaches and track officials. (1989)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin *Orient* staff who have made significant contributions to the Orient in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

Michael Francis Micciche III Award: This award is given annually to that individual who embodies the entire Bowdoin experience; who engages the College community, achieves academic excellence, and earns the respect of his or her peers and professors. This individual must plan on broadening his or her education following graduation, either through enrollment at a graduate school or through a structured travel or volunteer program. (2001)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin *Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

The Fletcher Family Fund: This fund was established by William C. Fletcher '66. Income from the fund provides support for faculty research leading to publication and presentation. (2000)

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2003 the award was given to Rachel J. Beane, assistant professor of geology. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Appendix II

Bowdoin College Environmental Mission Statement

THE ENVIRONMENT within and beyond Bowdoin College is one of the fundamental aspects of our community and one that we, as members of the College, have in common. In keeping with Bowdoin's bicentennial motto, "The College and the Common Good," the opportunity exists to reaffirm our commitment to the history and future of Bowdoin's relationship with the environment.

Both the institution as a whole and individuals in the Bowdoin community have an impact on the environment and therefore should commit themselves to understanding their personal responsibility for the local and natural environment. In consideration of the common good, Bowdoin recognizes its responsibility to take a leadership role in environmental stewardship by promoting environmental awareness, local action, and global thinking. Because sustainability reaches beyond the Bowdoin campus, choices made by the College in its operations shall consider economic, environmental, and social impacts. Members of the Bowdoin community shall orient new faculty, staff, and students to the campus-wide environmental ethic and conduct research and teaching in a sustainable and responsible fashion. As a way to capture this ethic, the following Environmental Mission Statement has been developed:

Being mindful of our use of the Earth's natural resources, we are committed to leading by example to integrate environmental awareness and responsibility throughout the college community. The College shall seek to encourage conservation, recycling, and other sustainable practices in its daily decision making processes, and shall take into account, in the operations of the College, all appropriate economic, environmental, and social concerns.

To implement the mission statement within and beyond the Bowdoin Community, the College commits itself to the following actions:

Sustainable Awareness

- Leading by example, Bowdoin shall integrate environmental awareness and responsibility throughout the College community.
- Resources for learning and acting shall be available to the Bowdoin community, including recycling bins, awareness lectures, information centers, and opportunities to become directly involved in environmental protection, such as environmental action committees to advise and monitor activities of the College,
- Sustainable awareness shall encompass the social causes and consequences of environmental practices in compliance with the common good.

Sustainable Education

- Students, faculty and staff shall be offered the opportunity to participate in an orientation program that provides information on the College's commitment to environmental sustainability. Members of the College community shall be encouraged to act in a manner that reflects the objectives of the environmental mission statement.

- The College will strive to inform students about environmental management, sustainable economic development, and the social impacts of choices in order to provide co-curricular programming to ensure that graduates are environmentally literate and responsible citizens, and to acknowledge environmental leadership as a continuous, participatory process of learning,

Sustainable Policy

- To promote a sustainable economy in Maine and New England, Bowdoin shall use all reasonable efforts to make new purchases that favor affordably priced local and renewable products that reflect the College's commitment to sustainability.

- To reduce waste in public landfills, Bowdoin shall use all reasonable efforts to purchase reusable and recyclable products when available.

- To complete the loop of recycling products, Bowdoin shall use all reasonable efforts to purchase products with recycled content when available and conduct vigorous recycling programs.

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 21,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 200-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Department of English. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall,** built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in Spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. New support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a complete renovation. The remodeled facility houses the Departments of Physics, Mathematics, and Computer Science. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the Department of Art, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead & White, houses the **Bowdoin College Museum of Art**; and the **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the Department of Music. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), which houses the main facilities of the College library, including the George J. Mitchell Department of Special Collections and Archives on the third floor. The offices of the president and the dean for academic affairs are located on the west side of Hawthorne-Longfellow Hall.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the **Peary-MacMillan Arctic Museum and Arctic Studies Center**; the Departments of Economics, Government, and History; some Information Technology offices; and the library's **Susan Dwight Bliss Room**, which houses a small collection of rare illustrated books. The back wing of Hubbard Hall is connected to the library and contains stacks and a study room.

On the east side of the Quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), that once served as the main facility of the Medical School of Maine and now houses the **Environmental Studies Center** as well as classrooms and faculty offices.

In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin-towers and spires that rise to a height of 120 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98. Various faculty offices are in **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **Sidney J. Watson Fitness Center**, the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and

Dayton Arena (1956). **Whittier Field, Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The David Saul Smith Union houses a large, central, open lounge, the College bookstore and mail center, a café, **Jack Magee's Grill**, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the Departments of Biology, Chemistry, and Geology.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian; and the **Language Media Center**. One wing of Sills Hall, **Smith Auditorium**, has an auditorium with advanced electronic facilities for film and other presentations.

Kanbar Hall, located at the corner of Bath Road and Sills Drive adjacent to Smith Auditorium, opened in September 2004. The 25,500-square-foot building houses the Departments of Psychology and Education and the College's Center for Learning and Teaching, which includes the Baldwin Center, the Quantitative Skills Program, and the Writing Project.

To the south of the athletic buildings and the Smith Union, an area now called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the residential life staff, and the **Office of Student Records**, as well as dining facilities, several conference roms and lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains student health care offices on the first floor and the Campus Services copy center and the WBOR radio station in the basement. The upper floors house the Office of Off-Campus Study and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African-American Center** (1827), a former faculty residence previously known as the **Little-Mitchell House**, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and the Events and Summer Programs Office, Audiovisual Services, and Information Technology offices. Connected to the tower are new and expanded dining facilities in **Frederick G. P. Thorne Hall**, which includes **Wentworth Servery** and **Daggett Lounge. Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses several administrative offices.

To the east of the Coles Tower complex are two new residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin.* A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University. **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower.

The building at **22 College Street**, which stands to the east of Coles Tower and which housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been extensively renovated to serve as the Admissions Office. The building has been named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The Student Aid Office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The Women's Resource Center, at **24 College Street**, includes a library and meeting rooms. The **Herbert Ross Brown House**, at **32 College Street**, now houses the Counseling Service offices.

Boody-Johnson House (1849), on Maine Street, named for Henry Hill Boody, a member of the Class of 1842 and a teacher of Greek and rhetoric at the College, who hired the architect Gervase Wheeler to design the house for him; and for Henry Johnson, a distinguished member of the faculty and first director of the Museum of Art, and Frances Robinson Johnson. The building was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the ell, is used for small classes, seminars, and conferences. **Ashby House** (1845-55), next to Boody-Johnson House, is occupied by the Department of Religion and various faculty offices.

On Bath Road, **Ham House** and the former Getchell House have both undergone recent extensive renovations. Ham House now serves as the location of the Treasurer's and Investments Offices, while Getchell House, now the **Edward Pols House**, contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Street houses the Department of Sociology and Anthropology.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**; **Pickard Field House** (1937); the new **Lubin Squash Center** with seven international courts; eight outdoor tennis courts; **Pickard Field**; the **Howard F. Ryan Astroturf Field**; and 35 acres of playing fields.

Rhodes Hall, once the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, has served as the president's house and is used for some College functions and guests. **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947, provides additional office space for the Development and College Relations Office.

Student residences and fraternity houses, many of them in historic houses, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the new College House System. These include **Baxter House**, designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett;

7 Boody Street, formerly the Chi Psi fraternity house, now on loan to the College; **Helmreich House**, formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; **Howell House,** the former Alpha Delta fraternity house, now named in honor of Bowdoin's 10th president, Roger Howell, Jr.; the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** in honor of a former director of theater at Bowdoin (1934–1966); **Samuel A. Ladd, Jr., House,** formerly Zeta Psi/Chi Delta, at 14 College Street; and the **Donald B. MacMillan House,** formerly Theta Delta Chi, at 5 McKeen Street.

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; **30 College Street**; the **Harpswell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. A new office building, the **McLellan Building,** located a few blocks from campus at 85 Union Street, houses the offices of Human Resources, Communications and Public Affairs, the Controller's Office, art studios, and a large conference room. Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island; and the **Bowdoin Scientific Station** at Kent Island, Bay of Fundy, Canada. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

College Offices and Departments

- **Admissions** Burton-Little House (69), E-11
- **African American Program and Society** Russwurm House (68), E-10
- **Alumni Relations Office** Cram Alumni House (45), J-4
- **Annual and Reunion Giving Offices** 85 Federal St. (46), J-4
- **Apartments**
  - Brunswick Apartments: (75), B-C-10
  - Cleaveland St. Apartments, 10 Cleaveland St.: (20), K-10
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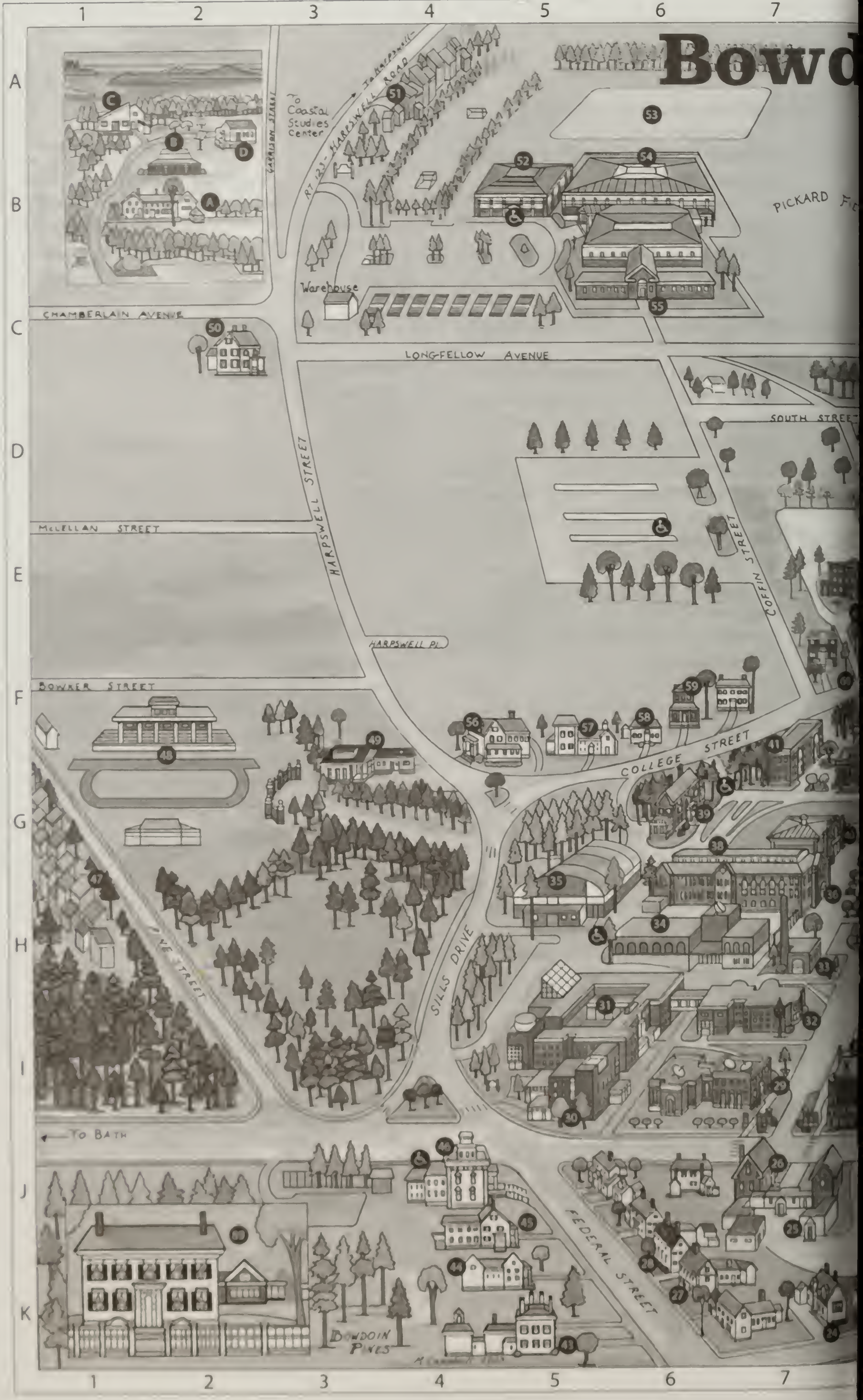
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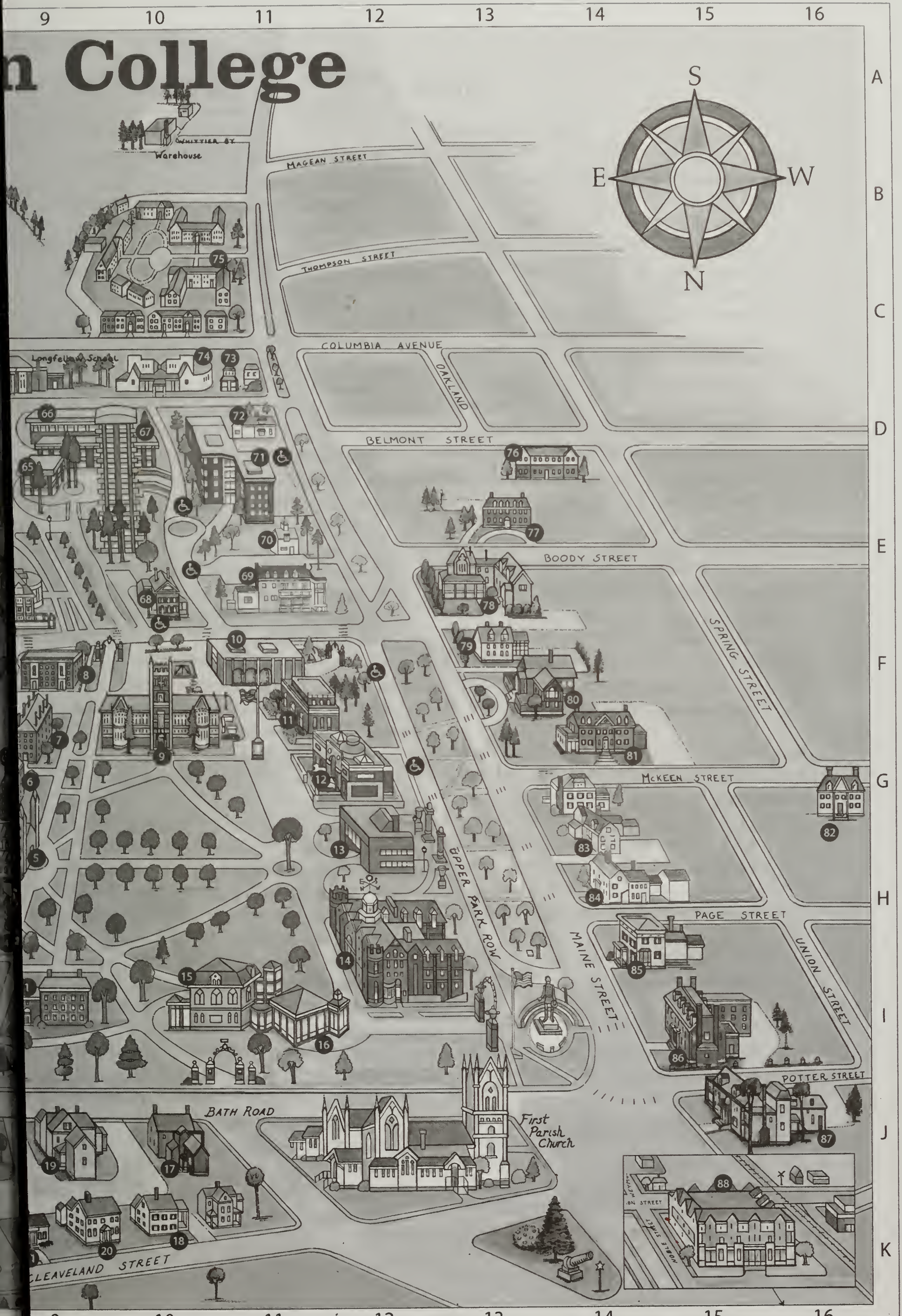
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